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

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

North Shore Campus
Skokie Site
5202 Old Orchard Road, Suite 300
Skokie, Illinois 60077-4409
847/475-1100
800/443-5522
FAX 847/265-1057

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
813/286-8087
FAX 813/287-0246

Milwaukee/Beloit Campus
Milwaukee Site
12000 West Park Place, Suite 100
Milwaukee, WI 53224-3007
414/577-2658
FAX 414/577-1103

Beloit Site
501 Prospect Street
Beloit, WI 53511-6336
608/364-3999
815/962-6644
FAX 608/364-3988

Northern Virginia/Washington, D.C. Campus
Northern Virginia Site
1800 Diagonal Road, Suite 600, Room 626
Alexandria, VA 22314
703/749-3000
FAX 703/749-3024

Washington, D.C. Site
1325 G Street
Suite 740
Washington, DC 20005-3104
202/783-1658
FAX 202/638-0199

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
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My thanks to all of the members of the NLU community who contributed to this process. I look forward to working with you as we shape our future—and redefine what it means to be excellent at National-Louis University.

Richard J. Pappas
President
In the late nineteenth century Chicago, two extraordinary women with vision, a passion for education and a determination to make a difference in the lives of our children laid the foundation for what is today National-Louis University (NLU).

Urban education pioneer and community activist Elizabeth Harrison, together with Edna Dean Baker (right) created a modern university—one with deep roots in Chicago as well as a reputation that today extends far beyond the borders of the city it calls home.

NLU is a modern university committed to innovation and best practices in urban teaching and graduate education. A university that excels in creating learning communities where theory complements practice. A university with a tradition of access to higher education for first-generation and minority college students who want to make a difference in their lives and their communities. A university that understands the city it serves.

a history of innovation.

In 1886 Chicago, NLU’s founder, Elizabeth Harrison, had a radical idea for her time—to create a college to train women to teach kindergarten. She believed the first few years of a child’s emotional and intellectual development should not be left to chance—and it was in her kindergarten movement that American children found a place for their imagination to run free and their creativity and curiosity to flourish.

In 1894, she sponsored a series of convocations designed to strengthen the role mothers played in the education of their children—and to encourage these women to work more closely with the city’s public school teachers. Three years later, her efforts culminated in the National Congress of Mothers—the forerunner of today’s Parent-Teacher Association (PTA).

Harrison also pioneered new ways to teach as well as learn, offering courses at the main campus of her kindergarten college in Chicago and at branches in other cities. In 1907 a correspondence course was added to the curriculum and in 1908 summer school became part of the academic year.

Elizabeth Harrison never stopped looking for new ways to improve the education our youngest children received—and her book A Study of Child Nature became one of the most popular works about children ever published.
National-Louis University’s first president Elizabeth Harrison and second president Edna Dean Baker in 1918.
a reputation for excellence.

Harrison insisted that her students meet high educational standards for that time. Women who wanted to become kindergarten teachers were required to have at least a high school diploma and their studies included the day's best “scientific” practices in early childhood education. Harrison also added graduate programs to the curriculum for teachers who wanted to move into supervisory positions.

NLU’s earliest alumnae could soon be found across the country changing the face of early childhood education. They took charge of kindergarten training programs at Columbia College in New York; the City Normal School in Washington D.C.; the Kindergarten College in Fort Worth, Texas; and at State Normal Schools in California, Minnesota, Wisconsin and Michigan.

In her autobiography, she noted with satisfaction that “Many of our leading universities have awakened to the call of [early] childhood [education].” Jane Addams, one of the nation’s most revered social workers and co-winner of the Nobel Peace Prize for her work at Hull House on Chicago’s South Side said that Elizabeth Harrison “has done more good than any woman I know. She has brought light and power to all the educational world.”

a tradition of access.

Edna Baker, NLU’s second president, became aware of a program designed to serve children from the neediest families living in London, England. Known as a nursery school, it was a novel idea in early childhood education that did not cross the Atlantic until after World War I.

Only a handful of these schools existed in the U.S. before 1923, but an opportunity to open one presented itself in Chicago. The day nursery at Hull House, which served children in the inner city, had closed—and Baker thought that Jane Addams might be interested in replacing it with a modern nursery school.

And she was. In 1925, Addams and Baker co-founded the Mary Crane Nursery School and, when the doors opened, fifty children of various nationalities from families with varying economic backgrounds were enrolled in two groups: ages two through four and four through six.

Tuition at the school, which was open five days a week, from 8:30 a.m. until 3:30 p.m., was free, although parents often contributed whatever they felt they could afford. As Baker astutely observed “It became evident to the social agencies as well as to the nursery school staff that the parents had a greater appreciation and respect for the nursery school when they contributed to its support.”
In 1930, Harrison’s kindergarten college became the National College of Education (NCE), offering the first four-year, teacher-training course in the State of Illinois. Graduate programs were added in 1952 and students could now earn a Master of Education degree.

The curriculum continued to expand. NCE now offered undergraduate and graduate degrees in early childhood, elementary education and secondary education, as well as programs in school psychology, curriculum and instruction, administration and supervision and reading.

NCE’s reputation for outstanding teacher training at all levels had now become synonymous with the National College of Education—and its graduates were held in high esteem in Chicago, the State of Illinois and throughout the Midwest.

New professional demands soon required NCE students to become more proficient in their content areas. In 1982, the growing collection of specialized courses became the foundation of the Michael W. Louis College of Arts and Sciences (CAS). The new College, named for one of the university’s strongest supporters and philanthropists, quickly expanded its offerings to include the fine arts, biology, written communication, English, applied languages, mathematics and quantitative studies, psychology, public policy and the social sciences.

NCE becomes NLU.

In 1989, university officials responded to a growing demand for better prepared employees for area businesses by creating what is today the College of Management and Business. Its undergraduate programs in management and management information systems, as well as its graduate programs in management, including the M.B.A. are among the university’s most popular offerings.

In 1990, the institution became National-Louis University in recognition of the generous support of trustee and philanthropist Michael W. Louis—and in 2006, NLU celebrated its 120th anniversary.
National-Louis University today.

Today's NLU embodies the vision and commitment of its founders to innovation, excellence and access— and that legacy continues in modern adaptations of historic programs and initiatives.

NLU faculty have written widely published and highly respected books on educational practices and theory. They include:

**Camille Blachowicz** (NCE, Reading and Language), the co-author of many books on reading, including *Reading Diagnosis: An Instructional Approach*, *Teaching Vocabulary in All Classrooms*, *Reading Comprehension: Strategies for Independent Learners*, *Reading Street*, *Fluency Development: From Research to Practice*, and the chapter on vocabulary research for the third *Handbook of Reading Research*.

**Bill Boyle** (CAS, Applied Behavioral Studies), the author of *Getting Connected* and *Starting to Finish*, definitive texts on adult learning employed by various adult degree-completion programs at 13 institutions in the U.S.

**Marilyn Bizar and Art Hyde** (NCE, Secondary Education) are the co-authors of *Methods that Matter: Six Structures for Best Practice Classrooms* and *Best Practice, Third Edition: Today’s Standards for Teaching and Learning in America’s Schools* (Heinemann, Third Edition, 2005).

**Junko Yokota** (NCE, Reading and Languages) has published articles in such journals as *The Reading Teacher*, *The Journal of Reading Behavior*, *Educational Leadership*, *Phi Delta Kappa*, and *The Journal of Reading*.

“The student-made masks on display outside my office are a constant reminder of the diverse community of learners we have at NLU. In our classrooms and hallways, they form a lively mosaic of cultural, ethnic and life experiences that adds a distinctive quality to their education. Isn’t that what a general education is all about... expanding one’s world view?”

—College of Arts and Sciences
Dean Martha Casazza
classes anytime, anywhere.

Harrison’s branch campus concept, and her desire to find new ways to bring education to students, are reflected in our modern campus structure and innovative course delivery system.

**Online:** NLU students can take individual courses or five entire degree programs online.

**On the NLU campus:** Chicago, Elgin, Lisle, Skokie (North Shore) and Wheeling (Illinois); Milwaukee (Wisconsin); and Tampa (Florida).

**On the campus of a community college:** Students can take advantage of our growing number of partnerships to earn their four-year degree quickly and easily.

**Onsite:** We’ve partnered with dozens of area businesses, hospitals and school systems to bring customized courses on site.

**On base:** Members of the U.S. Armed Forces in Northern Virginia take NLU classes at Andrews Air Force Base.

**On the road:** NLU faculty teach courses in cities in four states as well as the District of Columbia.

**Overseas:** NLU’s business curriculum is taught in Krakow, Poland under an agreement with the Polish-Wasi Foundation.
NLU’s earliest alumnae would be proud of the generations that have followed in their footsteps. Today’s NLU continues to attract students who are social advocates and activists, leaders of community and social initiatives, steadfast proponents of best practices in education, and entrepreneurs who have the courage and determination to forge their own path in today’s increasingly complex society. They include:

- Denis G. Antoine, Ambassador to Grenada
- Hector Rico, Executive Director, Latino Organization of the Southwest
- Margo E. Schreiber, Director, Illinois Department on Aging
- Delores Petway Holmes, Founder of Project Ghana

Five NLU graduates are also members of the University’s Board of Trustees:

- James W. Croft, Vice President Of Finance And Administration, Field Museum of Natural History (above)
- Beverley J. Kroll, Chief Executive Officer, Peryam & Kroll
- J. Clinton Mabie, Director Of Donor Services And Program Development, The Chicago Community Trust
- Sheila T. Romano, Executive Director, Illinois Council on Developmental Disabilities; and
- Beverly E. Shaw, Director, Good News Reading Program
A new initiative for NLU acknowledges that communities and school districts deserve highly trained and well educated teachers. We are partnering with the Chicago Public Trust to increase the number of teachers in the Chicago Public Schools who have earned National Board Certification—the highest professional credential for a professional educator.

The strong ties to the city of Chicago are reflected in our relationship with the Chicago Public School (CPS) system. Throughout the years, NLU and CPS have partnered on initiatives involving more than 150 schools in the system.

Our tradition of successful collaborations with Hull House and other community-based groups continues. Today, NLU has partnerships with more than 100 organizations including:

• The Academy for Urban School Leadership
• Illinois Reading Recovery
• North Shore Senior Center
• Resurrection Project
• Teach for America

The Harrison/Baker legacy of serving the Chicago community, especially those with the greatest need for access to a quality education, is reflected in the composition of its student body:

• In June 2006, NLU was ranked fourth in Illinois by Diverse: Issues in Higher Education magazine for the number of business/management degrees earned by African-Americans.
• In 2007, NLU was ranked fifth in the country, among doctoral, research-intensive institutions, by U.S. News & World Report for its economically diverse student body.
• Of the more than 14,000 students enrolled at NLU in 2006, 68 percent were African-American, Hispanic and Asian-Pacific Islanders.

Founded in 1986, the Professional Assistant Center for Education (PACE) is designed to meet the 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.

As the first decade of the 21st century draws to a close, higher education is at a tipping point. Affordability and accessibility are threatened by rising costs, challenges to affirmative action and declining state support. At many institutions, deferred maintenance on aging buildings can no longer be overlooked—and the expense related to technology expansion continues to increase.

An increasing competitive enrollment climate has led to the development of sophisticated marketing operations at many colleges and universities. Recruiting and retaining key faculty has become more critical as institutions seek research funding to offset operational costs and bolster their reputations.

National-Louis University (NLU) is not alone among its peers in addressing these and other challenges. In order to remain a viable institution of higher education, it must also reaffirm what is basic to a university, specifically its mission and its core values. They are the foundation upon which our strategic plan is built.
The NLU Mission
National-Louis University provides access to quality higher education that nurtures opportunity for students through innovative teaching, scholarship, community engagement, and service excellence.

NLU values

Excellence
We are committed to providing the highest quality educational experience and administrative service to each student. We strive to be the best, and to continually improve our processes and outcomes.

Respect
The NLU community and its educational philosophy are built on a high regard for the cultures, backgrounds, experiences and dignity of each person. We embrace and build upon the strength that comes from a diverse student body, faculty and staff.

Access
From its founding, NLU has provided opportunity for each student. Whether through developmental support for the under-prepared or through culturally relevant curriculum, each student is brought to a high level of academic achievement, including those who have historically encountered barriers to higher education.

Collaboration
As part of the dynamic creation of ideas and sharing of knowledge, we encourage interdependent learning relationships among students, faculty and staff, and between the university and its communities.

Passion
We care deeply about the fundamental value and importance of the work we do. An NLU education transforms individual lives, organizations and communities.

Inquiry
We are committed to fostering a love of learning and intellectual inquiry in all its forms. Faculty and student scholarship both enrich the learning experience and inform our larger society.

Innovation
Because we continually seek to understand and address educational challenges in a diverse and dynamic global era, real-world environments are integrated with theory, creative thinking, and a commitment to social justice.

Engagement
We actively reach out to students, schools, businesses, and communities, working hand in hand to achieve mutual goals. That deep involvement is also reflected in how NLU staff and faculty work collaboratively with their colleagues to provide services and instruction to each student.

Right: Matilde Ojeda
B.A. in Business Administration, M.Ed. in Adult Education
National-Louis University
strategic plan 2006-2011

In addition to the university's mission and seven core values, the foundation of the five-year plan includes seven strategic priorities: a culture of quality; financial viability; marketing and branding; innovative teaching and scholarship; community engagement; service and operational excellence; and technology.

a culture of quality.

Develop a process for continuous improvement
We will develop a culture of measurement and continuous improvement as defined by AQIP principles of high performance organizations.

Measure success We will broaden our view of the assessment of learning beyond retention and graduation rates, course grades and GPAs; put in place processes to establish and collect evidence of student learning outcomes; and use such data to improve instructional programs and practices to ensure student success.

Link academic work with career goals and lifelong learning We will put in place a system for monitoring the link between academic preparation, career preparation and success, and lifelong learning—and ensure that learning outcomes will be assessed for our current students, transfer students and alumni.

financial viability.

Increase enrollment and retention We will develop a stable, predictable pipeline of new students; improve our planning processes to respond proactively to changes in market demand; and implement comprehensive services to facilitate retention and predictable paths to success for all of our students.

Market and brand the institution We will re-energize the NLU brand to stabilize enrollment and better position the university competitively in the communities it serves. Marketing efforts will be driven by a long-term plan that is data-based and future-oriented.

Diversify revenue sources We will seek additional revenue sources to free us from our dependence upon the dollars received from tuition; Nearly 90 percent of our revenue comes from tuition—which is far above the 56 percent benchmark for private universities. We will leverage our strengths in non-credit, continuing education and lifelong learning programs; develop a portfolio of innovative projects that enhance our reputation and provide funding through grants and sponsored projects, planned giving, donor cultivation, and a capital campaign; engage our alumni as potential donors; and pursue other entrepreneurial endeavors to diversify our revenue base.

Improve facilities We will seek ways to transform and maintain our campuses, including addressing deferred maintenance issues currently estimated at $26 million.
“Bosnia and Herzegovina is a country with a rich cultural and economic history. 
‘Having a coffee’ continues to be a common practice. Sarajevo is very much a ‘café culture city’ with sidewalk cafes everywhere, and always filled. Having a coffee is the beginning of any relationship. It signifies the recognition of opportunity, and a discussion of possibilities in the present and in the future.”

—Ellen McMahon
College of Management and Business
Associate Professor and Fulbright Scholar
innovative teaching & scholarship.

Maintain a tradition of innovation
We will continue our century-old mission of innovative teaching in the classroom—progressive, constructivist education infused by carefully selected and relevant pedagogy/andragogy and delivery systems—as well as the appropriate and effective use of technology to enhance learning. We will anticipate and rapidly respond to a changing regulatory environment and demands in external markets in order to create programs that meet the career aspirations of tomorrow’s students.

Support inquiry and scholarship
We will continue to foster a unique view of scholarship that includes community engagement; participatory practices; and multiple ways of knowing and learning. Our scholarship will be distinctive and innovative, as well as focused—and we will promote, support, share and disseminate the results of faculty scholarship that furthers our mission and values.

Strengthen the colleges
We will ensure that the future of each college is consistent with our mission and values and also reflects a distinctive market position among its competition. We will pursue a realistic, workable and financially viable plan for the College of Management and Business; strengthen the undergraduate programming of the College of Arts and Sciences; and elevate the leadership role played by the National College of Education in education reform as well as strengthen its current position as a premier provider of graduate programming in education.
community engagement.

Unify the institutional vision
We will better define what is meant by blending scholarship and practice in the communities where our students live, work, and learn by creating a unified and unifying vision for engagement that is market smart and mission centered.

Restructure NLU for community engagement
We will organize as an institution to achieve full engagement in the communities we serve.

Maximize the advantages of our campus locations
We will ensure that our current operating locations advance our mission, values and brand identity; develop performance criteria for sustainable operations and community engagement; and develop an appropriate organizational structure for each campus.

Restore NLU’s reputation
We will regain our national reputation for impacting schools, businesses and other organizations within our communities—and capitalize on those efforts to create a strong and sustainable resource base for the institution.

Leverage our involvement in international markets
We will develop a comprehensive plan to make NLU a stronger partner with, and the preferred institution of higher education for, our immigrant communities, especially the Polish, Latinos and Chinese. We will determine the role international education can and will play in our activities, electives, curricula, entrepreneurial efforts and our partnership with Wyzsza Szkoła Biznesu (WSB) in Poland.

Re-engage our alumni in the NLU community
We will develop a process that provides both lifelong benefits to our alumni and also encourages a tradition of support for the institution through engagement, collaboration and giving.

Proyecto Communidad
Throughout its history, NLU has built a strong foundation of partnerships with Chicago’s Latino community. Today, more than 50 initiatives are underway, including offering Spanish language instruction to heritage speakers and offering programs for the parents of Latino elementary school children.

NLU is now embarking on an ambitious plan to increase the number of Chicago’s Latinos who earn four-year college degrees. As part of its strategic plan, NLU will:

1. Increase the transfer and success rates for Latino students making the transition from a community college to NLU;
2. Re-orient the NLU culture, services and staff to create an environment designed to support Latino students and their families;
3. Increase the number of NLU Latino faculty and staff; and
4. Create new merit and need-based scholarships for Latino students.
service & operational excellence.

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**Build a service-oriented institution**
We will develop benchmarks for service excellence, and develop policies and practices to ensure its consistent delivery to our students, faculty, staff, alumni and our external partners, supporters and friends.

**Acknowledge exceptional people**
We will examine our current compensation structure in the context of internal and external equity; provide faculty and staff with professional development resources to help them advance in their careers; and determine if a rewards and recognition program can help retain exceptional members of the NLU workforce.

**Commit to diversity**
We will build a culture of inclusion for the university community—and improve our personnel practices to address the under representation of ethnic and racial minorities within our faculty and staff.

**Support innovation and responsiveness to change**
We will encourage and support innovation as well as the agility to respond rapidly to the changes in the external environment that can affect our mission, values and strategic priorities. We will look for opportunities to add value through new academic offerings and revisions to current products and services.

**Share governance**
We will make shared decision-making, collaboration and accountability part of the everyday fabric of the institution.

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“The registration team administers all types of registrations for graduate and undergraduate students. This includes NLU traditional students, degree completion students, cluster students, FOCUS students, PACE students, and lifelong learning students. We have the challenge of meeting deadlines and making sure all registration information is accurate. To ensure this type of accuracy, we work very closely with staff outside of our department. One way to ensure accuracy is by having a clear policy and process in place. Another way is communication. A clear line of communication increases the rate of awareness. As long as we work hard to achieve our goals, NLU students will receive the highest quality of academic support. This would not happen without the support of everyone on the Registrar’s team.”

—Debbie Nesbitt-Mohammed
Associate Registrar
Enhance education through technology
We will use technology to expand access and enhance learning.

Establish a single point of contact service
We will use technology to facilitate the delivery of integrated, seamless, efficient service to our students, faculty and staff at all of our campus locations.

Optimize information strategy
We will use technology to support decision-making at the appropriate levels of responsibility, authority and expertise—and to disseminate information and analyses related to performance metrics.
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 over 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 innovate, animated by an intense dedication to students and a commitment to building more effective and more caring schools, communities, and societies.

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.

We began as a teacher of teachers. Teaching remains not just our strength, but our calling. This is a university that knows how to help you succeed. We are experts when it comes to supporting women and men like you who are juggling an education, family, a career and other major responsibilities. And our faculty are specialists in making learning relevant to your work and to your life.

I wish you success as you pursue your academic, professional and personal goals at National-Louis University. You are part of a vibrant legacy that lives on in the work of our students, alumni and the rest of our university community.

Richard J. Pappas
President
Statement of Mission

National-Louis University provides access to quality higher education that nurtures opportunity for students through innovative teaching, scholarship, community engagement, and service excellence.

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, Lisle, North Shore (Skokie), 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 (HLC) of the North Central Association of Colleges and Schools, 30 N. LaSalle St., Suite 2400, Chicago, IL 60606 312/263-0456, and is a participant in the HLC’s Academic Quality Improvement Program (AQIP). 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 certified to operate in the Commonwealth of 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 Air Force Base and United Parcel Services in Laurel, MD by the Maryland Higher Education Commission.

Wisconsin: The University is approved 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 programs 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: 325 W. Gaines Street, Suite 1414, Tallahassee, Florida 32301. Toll free phone number: 888/224-6684.

Poland: The University is approved by the Higher Learning Commission of the North Central Association of Colleges and Schools to offer the Bachelor of Arts in Business Administration, Bachelor of Arts in Computer Information Systems, Bachelor of Arts in Political Science, and the Master of Business Administration.

Membership List

National-Louis University maintains institutional memberships in the following organizations:
Academic Quality Improvement Program (AQIP)
Association to Advance Collegiate Schools of Business, The (AACSB)
Association of Independent Educational Administrators (AIEA)
Association of Independent Liberal Arts College (AILACTE)
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers (AACRAO)
American Association of Hispanics
American Association of University Women
American College Personnel Association
American Council on Education
American Counseling Association
American Library Association (ALA)
American Marketing Association
American Payroll Association
American Society on Aging (ASA)
Association for Gerontology
Association for Institutional Research
Association for Supervision and Curriculum Development (ASCD)
Association Forum of Chicago
Association of College Administrators
Association of College and Research Libraries
Association of Governing Boards
Association of Physical Plant Administrators
Association of Teacher Educators (ATE)
Association to Advance Collegiate Schools of Business (AACSB)
Broadcast Music, Inc. (BMI)
Bolingbrook Chamber of Commerce
Cardinal Area Chamber of Commerce
Central Florida Higher Education
Chicago Area Admission Directors (CAAD)
Chicago Central Area Committee (CCAC)
Chicagoland Chamber of Commerce
Chicagoland Chapter of the American Society for Training and Development (CCASTD)
Child Care Workforce Alliance
City Club of Chicago
Council for Adult & Experienced Learning (CAEL)
Collaborative Institutional Training Institute (CITI)
College and University Personnel Administrators
College Board, The

Community College Providers Group (CCPG)
Corporate University Consortium
Council for Higher Education Accreditation
Council for Standards in Human Service Education
Council for the Advancement of Experiential Learning
Council of Chicago Area Deans (CCADE)
Council of Independent Colleges, The
Council on Law in Higher Education
Crystal Lake Chamber of Commerce
D.C. Chamber of Commerce
Donors Forum
Downers Grove Area Chamber of Commerce
Elgin Area Chamber of Commerce
Elmhurst 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
Higher Learning Commission of the North Central Association of Colleges and Schools (HLC/NCA)
International Assembly for College Business Education (IACBE)
Illinois Association of Early Childhood Teacher Educators (ILAECTE)
Illinois Association of Teacher Educators in Private Colleges (IATEPC)
Illinois Association of College Admissions Counselors
Illinois Association of Colleges for Teacher Education
Illinois Association of Collegiate Registrars and Admissions Officers
Illinois Committee on Black Concerns in Higher Education (ICBCHE)
Illinois Head Start Association
Illinois Latino Council on Higher Education
Illinois Library Association (ILA)
Illinois Library Computer Systems Organization
Illinois Reading Council
Latino Organization of the Southwest
Lisle Chamber of Commerce
Naperville Chamber of Commerce
National Academic Advising Association
National Adult Literacy Survey (NALS)
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 International Educators
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Center for Creative Aging
National College Testing Association
National Council for Accreditation of Teacher Education (NCATE)
National Education Association
National Middle School Association
National University Continuing Education Association
North Suburban Higher Education Consortium
North Suburban Library System
Northern Illinois Business Association
Northwest Suburban Association of Commerce
Oak Brook Chamber of Commerce
Polish American Chamber of Commerce
Private Illinois Colleges
Reading Recovery Council
Rockford Area Chamber of Commerce
Skokie Chamber of Commerce
Society for College and University Planning
Society for Human Resource Managers (SHRM)
South Tampa Chamber of Commerce
Southern Association of Student Financial Aid Administrators (SASFAA)
St. Petersburg Chamber of Commerce
Tampa Bay Higher Education Alliance
Tampa Chamber of Commerce
Virginia Association of Collegiate Registrars and Admissions Officers
Virginia Association of Student Financial Aid Administrators
Washington Educational Coalition for Adults Returning to Education
West Suburban Higher Education Consortium
Wheeling (Illinois) Chamber of Commerce

Service Members Opportunity Colleges (SOC)

National-Louis University participates in the SOC program. For more information contact Ezekiel Benitez (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, and computer laboratories.

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 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. The campus was recently renovated and provided with modern media equipment in all classrooms.

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 new site is located at 850 Warrenville Road. 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
Milwaukee/Beloit Campus

The main site of the Milwaukee/Beloit Campus was relocated in October of 2006 to a new facility at 12000 West Park Place 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 Northern Virginia facility, located at 1800 Diagonal Drive, Suite 600, Room 626, Alexandria, VA 22314 houses faculty/staff offices, 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 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.

North Shore Campus

National-Louis has been a fixture of Chicago’s North Shore community since it first moved to Evanston from Chicago in 1926. The campus’s growth, combined with students’ changing needs, led to the summer 2006 relocation to a new, fully-modern North Shore campus at 5202 Old Orchard Road in Skokie.

Designed with the student in mind, this comfortable, convenient and technologically-progress campus boasts updated computer labs, classrooms and library, wireless internet, group study areas, classrooms of varying size and specialty classrooms for science and art. The user-friendly campus offers students a café and better parking as well as easy access to registration, student services, the cashier and financial aid assistance.

The North Shore Campus serves a growing population of undergraduate and graduate students in programs from all three colleges. Also located on this campus is the Reading Center, created for student instruction, professional development, research, and district, school and classroom consultation.

Baker Demonstration School, the independent laboratory school affiliated with the university, remains in Evanston and continues to serve as a hands-on laboratory for teachers and prospective teachers enrolled in teacher training courses.

Nowy Sacz, Poland Campus

The Nowy Sacz, Poland-based Wyższa Szkoła 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. The campus was completely renovated between January 2006 and July 2007.

Alumni Statement

National-Louis University values its alumni community. Acting as ambassadors-at-large, alumni provide volunteer leadership, assist in the recruitment of students, provide career networking, and support student scholarships. Alumni are encouraged to attend functions, volunteer on committees, participate in surveys, serve on the Alumni Advisory Board, and contribute their ideas whenever possible.

The Office of Alumni Relations strives to maintain a connection with alumni and works to serve as a liaison between the University and alumni constituents. Alumni can contact the Office of Alumni Relations...
Alumni can also update their contact information and stay informed of University programming at www.nl.edu/alumni.

The Office of Alumni Relations also publishes a magazine, National View, as well as a monthly electronic newsletter, the Alumni Link-Up.

With more than 50,000 alumni living across the world, the University and its alumni work together to support one another, link the past with the present, and create a strong and vital future for NLU.
2007-08 Academic Calendar

2007 Fall Quarter

August
24 Friday Last day for mail-in registration

September
3 Monday Labor Day Holiday (University closed)
4-7 Tuesday-Friday Fall final registration; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
5-6 Wednesday-Thursday Fall University Connection (tentative)
10 Monday Fall Quarter on-campus classes begin; 10-week and 11-week Chicago/Elgin/Lisle/North Shore/Wheeling Campuses

October
22 Monday Winter registration begins

November
18 Sunday End of 10-week classes; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
19-21 Monday-Wednesday No regularly scheduled classes
22-23 Thursday-Friday Thanksgiving Holiday (University closed)

December
2 Sunday End of 11-week classes; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
5-7 Wednesday-Friday Winter University Connection (tentative)
24-26 Monday-Wednesday Holiday Break (University closed)
Jan 1 Tuesday
31 Monday Fall diploma date

February
18 Monday Spring registration begins

March
23 Sunday End of 10-week classes; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
30 Sunday End of 11-week classes; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
31 Monday Winter diploma date

2008 Spring Quarter

March
21 Friday Last day for mail-in registration
31- Monday Spring final registration; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
Apr 4 Friday Lisle/North Shore/Wheeling Campuses

April
7 Monday Spring Quarter on-campus classes begin; 10-week and 11-week; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses

May
12 Monday Undergraduate & graduate Summer registration begins, and undergraduate & graduate Fall registration begins
26 Monday Memorial Day Holiday (University closed)

June
15 Sunday End of 10-week classes; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
21 Saturday Chicago area commencement (tentative)
22 Sunday End of 11-week classes; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
30 Monday Spring diploma date

2008 Summer Quarter

June
13 Friday Last day for mail-in registration
23-27 Monday-Friday Summer final registration; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
30 Monday Summer Quarter on-campus classes begin; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses

July
4 Friday Independence Day Holiday (University closed)

August
24 Sunday End of Summer classes; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
31 Sunday Summer diploma date
## 2007-11 Academic Calendar

<table>
<thead>
<tr>
<th>Fall Quarter</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day holiday, university closed</td>
<td>3-Sep</td>
<td>1-Sep</td>
<td>7-Sep</td>
<td>6-Sep</td>
<td>TBD</td>
</tr>
<tr>
<td>Final UG &amp; GR on-campus registration (IL campuses)</td>
<td>4-7 Sep</td>
<td>8-12 Sep</td>
<td>8-11 Sep</td>
<td>7-10 Sep</td>
<td>TBD</td>
</tr>
<tr>
<td>On-campus classes begin</td>
<td>10-Sep</td>
<td>15-Sep</td>
<td>14-Sep</td>
<td>13-Sep</td>
<td>TBD</td>
</tr>
<tr>
<td>10-week classes end</td>
<td>18-Nov</td>
<td>23-Nov</td>
<td>22-Nov</td>
<td>21-Nov</td>
<td>TBD</td>
</tr>
<tr>
<td>Fall recess, no classes</td>
<td>19-21 Nov</td>
<td>24-26 Nov</td>
<td>23-25 Nov</td>
<td>22-24 Nov</td>
<td>TBD</td>
</tr>
<tr>
<td>11-week classes end</td>
<td>2-Dec</td>
<td>7-Dec</td>
<td>6-Dec</td>
<td>5-Dec</td>
<td>TBD</td>
</tr>
<tr>
<td>Holiday break, university closed</td>
<td>24-31 Dec</td>
<td>24-31 Dec</td>
<td>24-31 Dec</td>
<td>24-31 Dec</td>
<td>TBD</td>
</tr>
<tr>
<td>Fall diploma date</td>
<td>31-Dec</td>
<td>31-Dec</td>
<td>31-Dec</td>
<td>31-Dec</td>
<td>TBD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Year holiday, University closed</td>
</tr>
<tr>
<td>Final UG &amp; GR on-campus registration (IL campuses)</td>
</tr>
<tr>
<td>On-campus classes begin</td>
</tr>
<tr>
<td>MLK holiday, university closed</td>
</tr>
<tr>
<td>Spring registration begins</td>
</tr>
<tr>
<td>10-week classes end</td>
</tr>
<tr>
<td>11-week classes end</td>
</tr>
<tr>
<td>Winter diploma date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final UG &amp; GR on-campus registration (IL campuses)</td>
</tr>
<tr>
<td>On-campus classes begin</td>
</tr>
<tr>
<td>Summer &amp; Fall registration begins</td>
</tr>
<tr>
<td>Memorial Day holiday, university closed</td>
</tr>
<tr>
<td>10-week classes end</td>
</tr>
<tr>
<td>11-week classes end</td>
</tr>
<tr>
<td>Chicago area commencement (tentative)</td>
</tr>
<tr>
<td>Spring diploma date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-campus classes begin</td>
</tr>
<tr>
<td>Independence Day observed, university closed</td>
</tr>
<tr>
<td>Summer classes end</td>
</tr>
<tr>
<td>Summer diploma date</td>
</tr>
</tbody>
</table>
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 2007-2008 credit hour fee schedule follows:

Tuition and Fee Schedule
2007-2008

This information is current as of the catalog publication date. The quarterly bulletins and NLU website will contain the most current fee information. Tuition rates and fees are 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.

Illinois

Undergraduate...........................................................per quarter hour
Traditional Courses .................................................. $ 393.00
FOCUS and Weekend College Courses.................... $ 290.00
Accelerated/Cohort Courses (ABS, BSM, HCL, BSMIS).................................................. $ 410.00

Graduate by College ................................................per semester hour
National College of Education...........................................
M.A.T ........................................................................ $ 630.00
M.Ed. or C.A.S. Early Childhood Administration .... $ 608.00
M.Ed. or C.A.S. ESL/Bilingual core courses/per hour $ 630.00
ESL/Bilingual/per course.............................................. $ 557.00
M.Ed., M.S.Ed., Ed.D., C.A.S. .................................... $ 630.00
M.Ed. Field based program - Interdisciplinary Studies........................................................................ $ 433.00
Non-degree or Certificate courses.............................. $ 630.00

College of Arts and Sciences ........................................
M.Ed., M.S., M.A., M.H.A., Certificate Programs........................................................................ $ 588.00
Ed.D. .......................................................................... $ 630.00

College of Management and Business (All programs)................................................ $ 618.00

Professional Development Courses.............................. $ 289.00

Wisconsin

All Programs .......................................................... $ 588.00
Professional Development/
Continuing Education Workshops ......................... $ 289.00
Wisconsin Teachers in M.Ed. or C.A.S. are eligible for a partial tuition scholarship

Florida

Undergraduate
Accelerated/Cohort Courses................................. $ 410.00
FOCUS Courses....................................................... $ 290.00

Graduate
M.Ed. Interdisciplinary Studies................................. $ 560.00
M.S. Health Services Administration....................... $ 560.00
M.Ed. Educational Leadership................................. $ 588.00

Students in Partnership groups receive a 5% Partnership Grant

Northern Virginia/D.C.

Accelerated/Cohort Courses (BSM, BSMIS, HCL) .... $ 410.00
M.B.A., M.S............................................................... $ 618.00

2007-2008 tuition rates are effective for the Summer 2007 term through the Spring 2008 term for courses/clusters offered on the standard term calendar. 2007-2008 tuition rates are effective for any cohort group for whom the first course begins July 1, 2007 through June 30, 2008.

The Weekend College rate applies to courses offered by the College of Arts and Sciences (CAS) that are designed to meet general education requirements and are offered on Fridays after 5:00 p.m. and anytime on Saturday or Sunday. CAS courses that are program major or minor requirements are not generally offered at the Weekend College rate.

Students who enroll for a course sequence offered in a cluster or cohort will have the tuition rate locked in for all courses that are part of that particular cluster/cohort sequence. Coursework outside the sequence will be assessed at the standard rate.
### 2007-2008 Student Fees

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee (non-refundable)</td>
<td>$40.00</td>
</tr>
<tr>
<td>Tuition deposit (non-refundable)</td>
<td>$95.00</td>
</tr>
<tr>
<td>School Psychology Testing</td>
<td>$350.00</td>
</tr>
<tr>
<td><strong>Credit by Portfolio</strong></td>
<td></td>
</tr>
<tr>
<td>Application fee</td>
<td>$130.00</td>
</tr>
<tr>
<td>Per essay assessed</td>
<td>$130.00</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
<td>$60.00</td>
</tr>
<tr>
<td>Watson-Glaser Critical Thinking</td>
<td>$45.00</td>
</tr>
<tr>
<td>Transcript</td>
<td>$8.00</td>
</tr>
<tr>
<td>Rush Transcript service</td>
<td>$10.00</td>
</tr>
<tr>
<td>Transcript with completion statement</td>
<td>$10.00</td>
</tr>
<tr>
<td>Transcript (same day)</td>
<td>$50.00</td>
</tr>
<tr>
<td>Special Letters</td>
<td>$15.00</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>$10.00</td>
</tr>
<tr>
<td>(1st one; $3 additional up to $40 maximum)</td>
<td></td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>Certificate Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>Diploma Re-order fee</td>
<td>$35.00</td>
</tr>
<tr>
<td>Student ID Replacement</td>
<td>$10.00</td>
</tr>
<tr>
<td>Deferred Payment Plan Fee/per term</td>
<td>$35.00</td>
</tr>
<tr>
<td>Tuition Reimbursement Fee/per term</td>
<td>$35.00</td>
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<tr>
<td>Late Payment Fee/per month</td>
<td>$10.00</td>
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<tr>
<td>Returned Check Fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$30.00</td>
</tr>
<tr>
<td>Student fee (part-time status)/per term</td>
<td>$20.00</td>
</tr>
<tr>
<td>Student fee (full-time status)/per term</td>
<td>$40.00</td>
</tr>
<tr>
<td>E-mail Opt out Fee/per term</td>
<td>$100.00</td>
</tr>
<tr>
<td>U-Pass fee/per term</td>
<td>$66.00</td>
</tr>
</tbody>
</table>
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, mathematics, and writing score of 1150 on the SAT. Some students who do not meet these criteria may be admitted on a high potential basis (see High Potential Students). Precollege entrance students who do not meet these criteria may be admitted on a high potential basis.

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.

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 high potential admission—see High Potential Students.

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

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 high school degree was earned outside the United States. Applicants may substitute the Department of Applied Language (DAL) Assessment in lieu of TOEFL scores.

Personal interviews with faculty may be required.

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
Non-degree Status (Visiting Students)

Students under the following conditions: file before registration may be allowed to enroll as Unclassified Students of these tests will be used as a basis for the admission decision. be asked to take the skills assessment prior to admission and the results ability. A personal interview may also be required. Some students may and two letters of support reflecting the applicant's academic work or objectives. The applicant is required to submit a personal statement 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 take the skills assessment prior to admission and the results of these tests will be used as a basis for the admission decision.

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 high potential 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 take the 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 under the following conditions:

1. Unclassified students are required to sign a statement prior to registration that they understand the unclassified student policy and believe in good faith that they will meet the requirements for admission. It is the student’s responsibility to make certain that the admission requirements are completed well before the end of the first term of registration.
2. The University Director of Admissions (or local representative) will co-sign the unclassified student form verifying that the policy has been explained to the applicant.
3. If the formal admission process is not completed by the end of the first term, the student will be dropped from the program.

Unclassified students are not eligible for financial aid.

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 from an institution outside the United States are required to have their high school transcripts and/or undergraduate transcripts evaluated by an approved agency. 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 undergraduate admissions.

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 (J-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. High school or undergraduate applicant transcripts: 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, listed below:
5. Official Test of English As a Foreign Language (TOEFL) (www.toefl.org) Scores: Undergraduate applicants: A minimum score of 500 paper-based, 173 computer-based or 61 TOEFL Internet-based test (iBT).

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
Phone: 847/465-0575 ext. 5151
FAX: 847/465-5730

Returning to NLU

Students who have previously attended NLU, but have been away from the University for one calendar year or longer, but less than five calendar years (excluding the summer session or an approved leave of absence) must re-enter. The following are required:

• Application for re-entry (no fee)
• Complete NLU application including $40. application fee
• All supporting credentials required by the program to which the student is re-applying. Please refer to program specific admission requirements.
• Students who are eligible for re-entry or re-admission 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 non-enrollment. Petition for reinstatement should be directed to the University Registrar who will
forward the governing unit of each college to deal with student appeals.

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

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 rescission
law. However, should a student decide to postpone enrollment, the
tuition deposit remains on account and may be used for later terms.

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

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

4. Applicants with coursework in progress at another college or
university must submit an official transcript of the completed
coursework.

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

The Student Right-To-Know and Campus Security Act

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

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.
Financial assistance is not awarded prior to admission. 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

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: 414/289-3400
   FAX: 414/289-3411
   Web Site: www.ece.org
   Email: eval@ece.org

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

   International Education Research Foundation, Inc.
   P.O. Box 66940
   Los Angeles, CA 90066
   Telephone: 310/390-6276
   FAX: 310/397-7686
   Web Site: www.ierf.org
   Email: info@ierf.org

5. Official Test of English As a Foreign Language (TOEFL) Scores: Graduate applicants: A minimum score of 550 paper-based, 213 computer-based or 79 TOEFL Internet-based test (iBT).

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.

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
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. Student loans are available to both undergraduate and graduate students. Federal and state need-based grants are restricted to undergraduate students. 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 3 semester hours for graduates in standard length terms), 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 a qualifying degree or certificate program 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 the colleges and universities listed by the student. NLU’s school code is 001733. DOE also forwards FAFSA data to state grant agencies. There is not a separate state application.

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 campus-based jobs, 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. Interest does not accrue on the loan while the student is enrolled at least half time. 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: This is a low interest loan offered by a lender such as a bank, credit union or savings and loan association. NLU is a lender for graduate students. You must demonstrate need for a subsidized Stafford Loan. The federal government pays or “subsidizes” the interest on a subsidized loan while the student is in school and during periods of grace and deferment. Otherwise eligible students who do not qualify for a subsidized loan may borrow through the unsubsidized program. Repayment on both subsidized and unsubsidized Stafford Loans begins six months after the student graduates, leaves school or drops below half-time status.

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

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 243.

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. It 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. Repayment of interest begins 30 days after the first disbursement and can be capitalized by the lender. Repayment of the principal and unpaid interest 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 fixed. 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 minus other aid they are receiving. For more detailed information, contact the Student Finance Office.

D. GradPLUS Loan: The GradPLUS Loan is available to graduate students only. The GradPLUS Loan is made by a lender such as a bank, credit union or savings and loan association. Graduate students may borrow up to their cost of attendance minus other aid they are receiving. Unlike the Stafford Student Loan Program and Perkins Student Loan Program, a credit check is required for GradPLUS borrowers.

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 $5,500 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. The GradPLUS Loan is not counted toward a graduate student’s annual or aggregate loan limits.

In addition to the federal, state and institutional programs listed above, there are a number of other sources of financial assistance. 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 are agreeing 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.

Calculating and Returning Funds: The percent of the term completed is multiplied against the sum of that term’s 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
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.

Loan 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. A deferment is the temporary postponement of payments of the loan principal, and in the case of a subsidized loan, the interest. 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.

B. QUANTITATIVE MEASUREMENT (credit hours)
All students must receive passing grades of A, B, C, D, P, or X in at least 67% of courses attempted. Course hours 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 must maintain 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 of 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 Stafford 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), GradPLUS, 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. NLU promissory notes are available on the NLU website and at all campuses.

NLU payment plans are calculated on a term basis. NLU reserves the right to change payment plan options.

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 FOCUS 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.
GENERAL INFORMATION

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-Recission Law, the University abides by the state law. To receive a full refund, the student must execute the Right-of-Recission 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.

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 registration or the second term of continuous enrollment. Faculty of the departments of English; Mathematics/Quantitative Studies; Adult, Continuing, and Literacy Education; and Applied Language work cooperatively to assess the skills of newly admitted students. 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 (see Admission to Undergraduate Programs, p. 22). In addition, some programs at NLU require exit or competency exams before graduation. Please see individual programs for further information.

Undergraduate students admitted to degree programs must take skills assessment during orientation or by the end of their first term of enrollment. All assessments are evaluated by the Center for Academic Development (CAD) and the Adult, Continuing, and Literacy Education (ACLE) faculty and then returned to students. Results of these assessments may include required tutoring or coursework.

Following are some guidelines on how the results of assessment in
writing, reading, and mathematics/quantitative reasoning are used for placement.  

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

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

**Writing**: Students who need assistance developing skills in writing are required to complete one or more developmental courses (ESL203, ACL205, ACL200) 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 assistance developing 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. 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. There may be limits to the acceptance of lower level credit, technical credit, prior learning credit, etc., according to the specific degree program.

Evaluation of the military training for the required program coursework, but these credits can be used for elective credit or to fulfill general education requirements.

**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.

**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.

**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
Prior Learning Assessment Credit

Credit by Portfolio (Undergraduate)

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 extrainstitutional 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 extrainstitutional learning recommended by the Council for Adult and Experiential Learning (CAEL) and the American Council on Education (ACE). Fees are charged to cover the cost of evaluations. A maximum of 60 quarter hours of credit by portfolio may be applied toward the baccalaureate degree. Only ten (10) quarter hours of credit by portfolio may be applied toward admission requirements in the ABS, BSM, BSMIS and HCL programs. Professional licenses and certifications can also be evaluated for elective credit.

Credit by Examination (Undergraduate)

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. CLEP and 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 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. 12 quarter hours per term is considered full-time enrollment for students attending programs that follow the traditional academic calendar. 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.

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 student will receive credit for only the courses for which she is registered.
4. 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 (my.nl.edu).

Students must be officially registered for courses before they sit or participate in the class. Late registration for graduate students begins the Monday before classes start and continues through the add-drop period. An additional $30.00 fee is assessed for late registration. 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.

Full and Half-Time Status

NLU defines full- and half-time statuses as follows:

- For undergraduate students, full-time status is 12 quarter hours. Half-time is 6 quarter hours.
- For graduate students enrolled in terms that are quarter length (10-11 weeks), six semester hours taken in a 10 or 11 week quarter term is full-time. Half-time is 3 semester hours.
• For graduate students in cohort programs with terms that are 15 weeks in length or longer, full-time status is 8 semester hours. Half-time is 4 semester hours.

Undergraduate Registration in Graduate Courses

Some graduate courses may be offered for undergraduate 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, Applied Research Methods for Educational Psychologists (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, WF, 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 add-drop period 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.

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
F Unsatisfactory performance
WF 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

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. “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.
F, WF, FX: No quality points.

Illustration

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points per Credit Hour</th>
<th>Credit Hours Attempted</th>
<th>Quality Points Merited</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4 X</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>B</td>
<td>3 X</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>C</td>
<td>2 X</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>1 X</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>F, WF, FX</td>
<td>0 X</td>
<td>4</td>
<td>0*</td>
</tr>
</tbody>
</table>


Calculation

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

Illustration

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Merited</th>
<th>Credit Hours Attempted</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>16</td>
<td>4</td>
<td>4.0</td>
</tr>
</tbody>
</table>

B 12 + 4 = 3.0
C 8 + 4 = 2.0
D 4 + 4 = 1.0
F, WF 0 + 4 = 0

P, N, I, X, WW, WS, WN, and IE are not calculated in the grade point average.

Completion Ratio

The completion ratio will be computed by dividing the number of hours completed with grades of A, B, C, D, P, or X by the number of hours attempted. (Courses with grades of A, B, C, D, P, X, I, IE, N, F, WF, FX, and WN; courses with grades of WW and WS are excluded.) Students taking only nongraded courses in any quarter are evaluated solely on the basis of their completion ratios.

Repeat Course Policy

Students are permitted to repeat a course. The grade achieved in the repeated course is recorded on the academic record, however, the original grade also remains on the academic record. The course with the highest grade is used in determining cumulative credit earned and in computing the GPA.

Grade Report

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 seventy-five percent (75%) or more of the course requirements at a satisfactory level or better. The final decision about what constitutes 75% rests with the instructor. 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 no later than 365 days following the last day of the In-Progress course.

All “I” grades will be lapsed to a grade of “F” for undergraduate students and the grade of “N” (no credit) for graduate students if the course work is not completed within the specified 365 days.

Before an “I” grade can be issued, an In-Progress contract must be completed by the instructor to document the details for completion of the course requirements and sent, by the registrar, to the student’s NLU email account.

In the case of exceptional circumstances, a student may request a
one-time only 365-day extension from the appropriate college academic appeal committee. The formal request must include a written letter and documentation of the exceptional circumstances, as well as the support and signature of the Instructor of record or the Associate Dean (if the Instructor is not available). If the student wishes to request an In-Progress Extension, it is the student’s responsibility to contact the Instructor who granted the “I” grade or the Associate Dean (if the Instructor is not available) at least 60 days prior to the end of the 365-day time limit. The student then works with the Instructor or the appropriate college Associate Dean to submit the request for an extension. The college academic appeal committee decides whether to grant the extension based on the letter and documentation. The chair of the appropriate college academic appeal committee informs the registrar in writing of the decision. The request for the extension and decision must be made prior to the end of the 365-day time limit. Otherwise, the In-Progress grade will lapse to a grade of “F” for undergraduate students and a grade of “N” (no credit) for graduate students.

In the case of exceptional circumstances, the student may petition for withdrawal from the course without academic penalty. If an “I” is assigned as a grade, the academic record will reflect “I”. When the course is completed, the instructor must submit a change of grade form to the Office of the Registrar, and the transcript will reflect a grade. Grades of “I” which are not removed within the 365 day period will automatically be lapsed to “F” (a failing grade) for undergraduate students and “N” (no credit) for graduate students.

Some programs prohibit the use of “I” grades in Term I and for students on “high potential”, “three-course review” and “four-course review” admission statuses.

In your program, the College of Arts and Sciences: The Council on Academic Standards
College of Management and Business: The Academic Issues Unit
National College of Education: Graduate or Undergraduate Admission and Retention Council

Standards for Academic Review

All Undergraduate Students

An undergraduate 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 “F” 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 “F” 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 “F” in that course and are expected to retake the course.
4. Students who miss three consecutive class meetings in a term are dropped at the end of the term and must apply for readmission if they wish to complete the program.
5. Certain programs prohibit the use of “I” grades in Term I by students who are on a high potential admission status. Consult your program advisor before requesting an “I” grade if you are on high potential status.
6. Students who receive “I” or “F” 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. Any course for which a "F" grade was assigned must be repeated and successfully completed. Students must pay for re-enrollment in such a course.

8. If high potential 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.

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 three or four course review 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 good academic standing. Workshops, independent studies, transfer credits, or internships/practicums may not be used in computing the GPA for students on three or four course review status. If the GPA of an admitted student 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. In the case of a required course, a student may be asked to repeat a course in which she/he has previously received an unacceptable grade. Please see the Repeat Course Policy (page 36).

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 $10 for rush service (next business day).

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 pending 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.
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 180 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.
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 eight 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.

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Student Rights and Responsibilities

Statement on Student Rights and Responsibilities

A University community requires an environment conducive to intellectual and personal growth of its students. Since actions of each individual affect this climate, National-Louis University expects responsible conduct on the part of every student who is a member of this University community.

To further its objectives, and in recognition of students as members of the National-Louis University community, the University has adopted the following:

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

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

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

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

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

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

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

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

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

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

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

Accommodations for Persons with Disabilities

The Department of Diversity, Access and Equality is the primary support system for students with disabilities taking classes. All accommodations are provided based upon assessment of individual need. Students desiring an accommodation that will enable them to
fully participate in academic or campus activities should immediately contact the staff of the Department of Diversity, Access and Equity at 847/947-5491 or 312/261-3367.

Access to Higher Education

Within the limits of its facilities, National-Louis University is open to all applicants who are qualified according to its admission requirements.

A. The institution will make clear with the Student Guidebook and the National-Louis University Catalog, the characteristics and expectations of students that it considers relevant to its programs.
B. Under no circumstances will an applicant be denied admission because of Race, Religion, Gender, Sexual Orientation, Ethnic Background or Disability.

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, and military status, unfavorable military discharge other than dishonorable and marital status.

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

Compliance with Federal Non-Discrimination Regulations

Several federal regulations have been adopted that have as their purpose the protection of students’ rights. Of particular interest are the following:

A. Equal Opportunity: National-Louis University supports the principles of equal opportunity for employment to all qualified persons without regard to Race, Gender, Religion, Color, National Origin or Age.
B. Title IX: National-Louis University does not discriminate on the basis of Gender, in accord with Title IX of the 1972 Education Amendment s, in its Educational programs, Admission Policies, Activities or Employment Policies. This Legislation provides that no person in the United States shall, on the basis of Gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. This includes protection from sexual harassment. Inquiries regarding compliance may be directed to the Office of Diversity, Access and Equality or to the Director of the Offices of Civil Rights, Department of Education, Washington, D.C.
D. On-campus grievance procedures for alleged violations of the non-discrimination regulations are the same as those employed for challenging violations of the Family Education Rights and Privacy Act of 1974.

Financial Obligations

Students voluntarily accept the services of the University with full responsibility for the payment of all tuition, fees and other charges as scheduled in this catalog, listed on the University website and in other offices. Electronic Statements of Account are posted to the NLU Student Portal monthly. It is the student’s responsibility to review the Statement of Account, verify that financial aid and payments have been received, and contact the Office of Student Finance with questions regarding charges within 30 days of posting. 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.

Immunization (State of Illinois)

The Illinois Department of Public Health has finalized the immunization requirements for all postsecondary educational institutions.

Students born before January 1, 1957, may 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, may be required to submit to Student Health Services proof of immunization to measles, mumps,
rubella, tetanus, and diphtheria. For more information, please contact Student Health Services at 224/233-2579.

Family Educational Rights and Privacy Act of 1974 (FERPA)

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.

Generally, 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

Information designated by National-Louis University as directory information may be individually released without prior consent unless the student (or parent) requests in writing to withhold release. Any such request to withhold release of directory information will apply to all directory information. Students should send such a request to the Registrar’s Office.

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 he/she consents to the release. (The Privacy Act provides for a number of exceptions to this rule whereby information may be released to accrediting agencies, certain federal and state authorities, for reason of emergencies related to the health and safety of the student, etc., without notifying the student or parent. A list of such exceptions may be obtained upon request. Emergency release of information may be necessary on approval of an appropriate administrative officer. In addition, notification shall not be given if the student [or parent, where appropriate] has directly made the request for the release of information.) Within the University, certain information within a student’s record may be necessary for an individual or an office for whom it was not originally collected. Such information may be made available to University officials, including instructors, having legitimate educational interests.

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

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

Maintenance of Records

In maintaining a student’s educational record, the University shall collect part or all of the following information: name; address; social security number; phone number; date of birth; sex; ethnicity; marital status; citizenship status; names of elementary, secondary, and post-secondary schools attended with dates and diplomas or degrees earned; activities, awards, and work experiences; parents’ names, addresses, phone numbers and occupations; business address and phone numbers; emergency telephone numbers; transcripts; grades received; reports of standardized tests; degree and program evaluations; course evaluations; competency sheets; registration forms; medical forms and records; financial assistance applications; confidential financial statements and eligibility reports; records of student fee payments; student-completed questionnaires; counselor reports and notes; letters of recommendation; placement records; and correspondence.
Letters of recommendation are used as admission documents only. They are not intended nor will they be used for any other purpose. 

This information is kept by various offices and departments:

- Admissions
- Alumni Relations
- Career Services
- Diversity, Equity, and Access
- Financial Aid
- Provost
- Registrar
- School College Relations (National College of Education)
- Student Accounts
- Student Affairs
- Student Counseling
- Student Health
- University Ombudsman

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 Registrar’s Office maintains student files until graduation. Transcripts are maintained permanently. The Registrar’s Office 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 Financial Aid Office maintains complete files until a federal audit has been made.
4. The Student Accounts Office retains quarterly financial summaries of student fee payments and individual student files concerning Perkins Loans necessary to meet statutory requirements.
5. The Office of School College Relations (National College of Education) permanently retains information files related to professional study: evaluation, notation, etc.
6. The Student Health Services maintains required immunization records and retains all other medical records for seven years after a student terminates enrollment.
7. The Office of Student Affairs and the Office of the Provost maintain disciplinary records for five years.

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 that 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 business days after
the date of the initial request. The file must be examined within the office and in the presence of the administrator in charge of the office.

Procedure for Challenging the Record and Informal Proceedings

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

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

Formal Hearing

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

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

Record of Hearing

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

Additional Information Regarding FERPA

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.

Resources and Services

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.

Academic and Lifelong Learning

Center for Academic Development (CAD) and Prior Learning Assessment (PLA) collaborate to enhance the success of NLU students. Under the umbrella of Academic and Lifelong Learning, the departments help students maximize current academic success, evaluate past learning experiences, and pursue lifelong learning. This is accomplished through a wide range of learning support and assessment services provided by a network of professional staff, faculty, and peers.

Center for Academic Development

The Center for Academic Development (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 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.

Prior Learning Assessment Credit

Credit by Portfolio

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

Credit by Examination

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

Credit by Proficiency

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

For further information and to determine eligibility, please contact the Prior Learning Assessment center. For additional information about Academic and Lifelong Learning, please see page 84.

Bookstores--Textbooks, Apparel & Merchandise

www.eCampus.com/nlu -- NLU Virtual Bookstore

Serves our Lisle, North Shore, Wheeling, Elgin, McLean, Tampa and Milwaukee campuses, as well as our online and FOCUS students

- Shop online 24/7
- Customer service: 877/284-6744 or NLU@ecampus.com
- Business Hours: M-F, 9am-5pm EST

Barnes & Noble

www.whywaitforbooks.com

Serves our Chicago on-campus students only

- Located on the 6th floor
- Monday and Tuesday: 9:00 am - 6:00 pm
- Wednesday - Thursday: 9:00 am - 5:00 pm
- Friday: 9:00 am - 3:00 pm
- 312/621-9650, ext 3269

Field program students: Textbooks will be automatically shipped 3-4 weeks prior to the start of each term.

Further information on ordering textbooks is available by calling Course Fulfillment Services at extension 4484 or 4483.

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 Center uses a range of materials and computer resources. The Office of Career Services sponsors workshops, career fairs, and other events and gives special assistance in résumé writing, interview skills, credential file
 documentation, and job search strategies. The center publicizes job opportunities in a weekly job bulletin posted on the Career Services website (http://www.nl.edu/career services) and maintains data on the employment market.

Whether National-Louis University students are interested in a simple résumé 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 of Career Services staff are available in person at Chicago-area campuses, Northern Virginia/Washington D.C. campuses, by telephone, and by email to assist you. Valuable assistance is available to all students and alumni on NLU’s website – www.nl.edu/career services.

**Counseling Services**

Consultation for academic and/or personal issues are available to currently enrolled students through Student Counseling Services. This office provides individual and group counseling, workshops and support groups—each designed to enhance skills, awareness, and perspective.

A licensed professional staff is available to assist students in resolving difficulties or roadblocks that hinder students’ movement toward success and personal satisfaction. Students are encouraged to consult with a counselor at any time about any matter. Referrals to outside service providers may be made, as appropriate.

**Diversity, Access and Equity**

National-Louis University is dedicated to the achievement of excellence and diversity among its students, faculty and staff. The University values diversity within its own community and in the national and international communities we serve. NLU is committed to recruiting, hiring and retaining diverse, highly qualified faculty, staff, students and administrators. We have a strong commitment to diversity and recognize that diversity promotes the inclusion of multiple perspectives and ideas, as we prepare our students to interact with diverse populations in our ever-changing world. For more information, please visit the University’s website or send an email to DAE@nl.edu.

**Employment for Students**

On-campus employment opportunities for students are available through the University’s Work-Study Program administered by the Office of Student Finance.

University student employment includes University work-study, Federal Campus Work Study, and limited Fellowship opportunities for graduate students. Information regarding off-campus part- and full-time employment is available through the Office of Career Services at 312/261-3170.

**Fast Forward Orientation Sessions for Undergraduates**

Fast Forward is the first step to success for new undergraduate students at National-Louis University. By August 2007, all new students at NLU are required to attend a Fast Forward Orientation either on-line or in person. The session is loaded with information on how the academic program and all of our support services can help students reach their goals. Each Fast Forward session includes an informational component and a writing assessment. The information session helps students learn what to expect from their classes and instructors, understand how their transfer credit applies to their NLU degree, plan for the completion of their remaining academic requirements and learn about a variety of options available at NLU to earn academic credit, and discover options for financing their education. The writing assessment allows students to identify their strengths and weaknesses in regards to writing and allows NLU to help any student needing extra assistance with writing to receive it.

The Fast Forward sessions are presented by academic advisors from the Undergraduate Academic Advising Center (UAAC). Students will have the opportunity to meet their advisor at a Fast Forward Orientation and ask individual questions about their academic plans. New students can register for Fast Forward by calling the UAAC at 800/443-5522 ext. 5900 or by sending an e-mail to advising@nl.edu.

**Financial Aid/Student Accounts**

The most up-to-date listing of tuition and fees is available on the NLU website www.nl.edu and at any Student Finance or Student Administrative Services location. Tuition and fees listed in this Catalog are based on information available at publication and are subject to change.

Financial assistance may be available through the Office of Student Finance. Financial assistance includes scholarships, awards, grants, need and non-need based loans, employment, and graduate-student fellowships.

The University also offers students a variety of payment plan options to assist students in financing their education. All students must complete a Payment Plan/Promissory Note and select a payment plan or financial aid option. Payment Plan/Promissory Notes are available on the website, at Student Finance and Student Administrative Services locations and from Enrollment Representatives. A number of merit-based scholarships are available to students through a competitive application process. Please check the Student Finance web page for details regarding eligibility and application.

**Health Services**

Student Health Services is dedicated to serving students, faculty, and staff by providing quality basic health services, promoting wellness, and enhancing individual knowledge through preventative health education and unique programming. The Office of Student Health Services is committed to adhering to the regulations of the Illinois Department of Public Health and other regulatory agencies. All medical records and services are confidential.

**Student Health Insurance**

Health insurance, brochures, enrollment forms, and prices are available in the Student Health Services Office (North Shore Campus),
the Office of Student Affairs (Chicago Campus) and Student Services Centers at all campuses for students. All international students on F-1 or J-1 visas are required to show proof of insurance at the beginning of each term.

**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.

**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 requirements listed in detail on page 22 (admission to undergraduate programs) and page 25 (admission to graduate programs) before their visas can be issued. 312/261-3461

**Registrar**

The Registrar’s Office supports NLU’s educational mission by maintaining all students’ academic records in accordance with the 1974 Family Educational Rights and Privacy Act. In addition, the Registrar’s Office administers registration and Veterans’ benefits, produces official academic transcripts, provides enrollment and degree verification services and graduation audits, evaluates transfer credit and publishes the official University Catalog and schedules for each of NLU’s campuses and academic centers. Registration for on-campus classes is conducted before the beginning of each academic term. The dates for registration are published each term in the university on-campus schedule. Students may register in person at any campus or by mail or fax to the Office of the Registrar on the Wheeling campus. FAX 847/465-4746

**Information on Diplomas and Commencement**

Degrees are awarded four times a year, once at the end of each academic term. Transcripts and diplomas reflect a degree awarded only on one of these dates. Degree finalization is the process of verifying all of a student’s degree requirements have been completed, posting the degree to the student’s transcript, and ordering a diploma. This process is only initiated after a student submits a "Diploma and Degree Finalization Request" form.

Students must submit a "Diploma and Degree Finalization Request" and pay the degree finalization fee, regardless of whether they want to participate in a commencement ceremony. Participation in a commencement ceremony requires a separate form. (See commencement information below.) The degree finalization fee is $50 and must accompany the application. Applications without payment will not be processed until students have submitted a Diploma Finalization Form. Students will receive an e-mail via the NLU student e-mail account, which will contain the commencement website registration information (on the website see icon, Commencement Registration) and provide details on how to order a cap and gown (see website commencement links, Traditions USA).

**Room Reservations**

Registered student organizations sponsoring activities and events on campus may use University facilities and certain services, furnishings, and equipment. Reservations must be made in advance by contacting the campus facilities and operations 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.

**Services for Students with Special Needs**

National-Louis University is committed to ensuring that all students have equal access to achieve their academic goals. The Department of Diversity, Access and Equity, located within the Office of Human Resources is the primary support system for individuals with disabilities with the responsibility of coordinating accommodations for students, staff and faculty with disabilities in accordance with the Americans with Disabilities Act and University policy. All accommodations provided are based on individual need substantiated by medical documentation. For information on how to request accommodations, please visit the University’s website or send an email to DAE@nl.edu.

**Student Administrative Services Center**

Students will undoubtedly encounter questions and need assistance during their educational pursuits at National-Louis University. The Student Administrative Services Center’s function is to simplify students’ lives by providing a single location for information and help with admissions, registration, financial aid and student account needs.

The Center offers a personal approach that helps to enhance the students’ university experiences.

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

Students can drop off completed paperwork to be sent to the appropriate department or campus. Departmental literature and forms are also available for distribution at each center.
Student Affairs

Student Affairs is committed to promoting active student learning, personal growth and professional development. In partnership with the University community, Student Affairs will enhance student success by fostering a sense of individual responsibility and delivering quality student services.

A university requires an environment conducive to intellectual and personal growth. 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.

Student Affairs is staffed with professionals who are committed to student success and who desire to foster an engaging student life experience. The various offices in Student Affairs provide 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 act in an advisory capacity and advocacy role to assist students in addressing special needs or difficulties, and seek to provide an environment that is positive and conducive to learning. The Office of Student Affairs maintains an open-door policy and encourages students to discuss their problems and voice their concerns. Services include career services, counseling services, student health services, new student orientation, student programs, events and activities, development programs, governance, clubs and organizations, and special events.

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 staff of the Office of Student Affairs seeks to assist students’ enhancement of lifelong learning and personal development through student programs and services. Offices are located on the Chicago, Lisle, North Shore, Wheeling and Northern Virginia/Washington D.C. campuses. Students at other sites may contact Brisbane Rouzan, Executive Director of Student Affairs 312-261-3461 or e-mail brouzan@nl.edu.

Student Life

The goal of Student Life is to develop community, provide supportive services, and enhance leadership development for students on each of the NLU campuses. Student Life is the primary office for student activities and events, orientation programs, student leadership, and student organizations at the university. Students at NLU have the opportunity to participate in activities that support their academic goals and encourage their personal growth and development.

Students have the opportunity to get involved by planning events such as volunteer activities, take on leadership roles within student organizations or student government, attend a jazz performance, or mentor a new student. There are a variety of ways to get involved and develop personal leadership skills. Student Life is committed to meeting the needs of NLU students and their backgrounds.

Undergraduate Academic Advising Center

The Undergraduate Academic Advising Center (UAAC) provides academic advising to all undergraduate students. The UAAC assists students in planning their academic careers to ensure timely graduation, understanding degree requirements and different avenues for completing them, selecting courses, and learning about NLU resources. The UAAC also presents Fast Forward orientation sessions to new students, providing the opportunity for students to meet their advisor upon entry to the university. Being in regular contact with an academic advisor is the best way for students to effectively plan for graduation and complete their degree. Advisors are available at each of the Chicago area campuses as well as Tampa and McLean. Advisors are available by phone or in-person appointments and also see students on a walk-in basis during peak times. Evening and weekend hours are available. Students can make an appointment with an advisor on any campus or learn more by calling 800/443-5522 ext 5900.

University Library

The mission of the National-Louis University Library is to help members of the NLU community develop effective research strategies that will ensure their success in academic programs, professional work, and lifelong learning.

The Library serves as an active partner in the teaching and learning activities of the University. Library faculty teach information literacy and library research skills to classes and individuals. All students and faculty have access to the resources of the library, whether they are teaching or enrolled in on-campus, off-campus or online programs. See the library website (www.nl.edu/library) for additional information.

University Student Ombudsman

The University Student Ombudsman (USO) is part of NLU’s ongoing efforts to be a student-centered university in every possible way. The USO is a dispute resolution practitioner, whose main function is to provide assistance to NLU students for resolving their issues and problems. The USO’s role is to help students. The USO works collaboratively with faculty, staff and administration to identify options and strategies for resolution. The USO monitors the problem solving process from referral to resolution.

The USO is the primary contact for students seeking resolution to their problems. Students can self-refer, and NLU faculty and staff can initiate referrals. The USO routes the student concern to the appropriate NLU individual or office. 312/261-3461
Student Information

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 the Student Guidebook and 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 University Ombudsman at 312/261-3461; brouzan@nl.edu.

Class Attendance

Attendance is important to the accomplishment of university curriculum objectives. 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. Commencement Hotline Number: 312/261-3568

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 Life. Such contracts will require the signature of a University official.

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 on the University website or from the Student Finance Office (847/947-5350). Fees are also listed in this catalog. Fees are subject to change.

Financial Assistance

Financial assistance may be available through the Office of Student Finance. Financial assistance includes scholarships, awards, grants, need and non-need based loans, employment, and graduate-student fellowships.

A number of merit-based scholarships are available to students through a competitive application process. Please check the Financial Aid web page on the university site for details regarding eligibility and application deadlines.

Identification Cards

All students who are registered for coursework will be 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 that allows the user to electronically store money to use on copiers (Chicago area campuses only), and the bookstore (Chicago campus 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.

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 is a fee to replace cards. For more information call ext. 3429 (Chicago), ext. 8011 (Elgin), ext. 2267 (North Shore), ext. 5804 (Wheeling) or ext. 4512 (Lisle).

Parking

Parking lots are located at the Elgin, Lisle, North Shore, and Wheeling campuses. For information on parking in public or private lots in Chicago, contact the Chicago Campus Facilities and Operations at 312/261-3205. Parking lots are also available at the following campuses: Milwaukee/Beloit, Wisconsin; Northern Virginia/
Students found to have engaged in academic dishonesty are subject to improper assistance and other forms of cheating on coursework. The concept of academic honesty includes plagiarism as well as receiving and/or giving material or is properly documented otherwise. The class, is the actual work of the student whose name appears on the material submitted as part of any class exercise, in or out of the classroom, and, indeed, professional people at all levels of academic activity.

Policy on Academic Honesty

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

Like other colleges and universities, National-Louis University has expectations regarding academic honesty on the part of students, faculty and staff, and, indeed, professional people at all levels of academic activity.

With respect to the academic honesty of students, it is expected that all material submitted as part of any class exercise, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving and/or giving improper assistance and other forms of cheating on coursework. Students found to have engaged in academic dishonesty are subject to disciplinary action and may be dismissed from the University.

Faculty has the right to analyze and evaluate students’ coursework. Students may be asked to submit their papers electronically to a third party plagiarism detection service. Students who are asked to submit their papers and refuse must provide proof for every cited work comprising the cover page and first cited page for each source listed in the bibliography.

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

Procedure for Handling Incidents of Academic Dishonesty

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

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

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

4. The Senior Academic Officer or designee, after determining that the petition falls within the purview of this policy will, within 10 business days of receiving the petition, or such other time as may be mutually agreed among the parties, convene a hearing committee (hereinafter committee) 2 which shall hear and decide the matter. The petitioner’s presence is required. An accused student shall have a right to appear at the hearing with or without an advocate. However, the absence of an advocate shall not abrogate the Committee’s responsibility to proceed and reach resolution.

5. The Committee shall evaluate all available evidence and materials, including the direct personal statements of the
parties in attendance, and others who have direct knowledge of the matters under review. The Committee shall then, in private session, decide upon the remedy (see below) to be applied. That decision shall be reported within three (3) business days to the Senior Academic Officer who shall inform both parties in writing of the decision and place a copy of said notification in the student’s file maintained by the Registrar.

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

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

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

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 he/she is a party in the dispute.

Remedies

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

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 business days, not calendar 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 from any print or electronic source, 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 “common knowledge,” 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 common knowledge, 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 plan . . . 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...
**Student Appeals Flow Chart**

Student Dissatisfied with Academic Decision

**STEP I**
Reviewed by Individual Responsible for Decision

Yes

Dept./Deans Approval **

No

**STEP II**
Reviewed by Department Head

Yes

Deans Approval **

No

**STEP III**
Reviewed by College Unit

Yes

Deans Approval **

No

**STEP IV**
University Level Review

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

Institutional Hearing Committee

Senior Academic Officer

**If warranted**
As they presently stand, all three of the above samples exhibit incorrect (and unethical) use of a source, and would be in violation of NLU’s Academic Honesty Policy. 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 quotation marks and a formal reference must be added according to the required style: APA or MLA itself indicating the source. The faculty will determine the specific style manual for citing references.

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 quotation 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 “common knowledge.” 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. In all cases, however, a general rule applies: WHEN IN DOUBT, CITE.

**Receiving and/or Giving Improper Assistance and Other Forms of Cheating**

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

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

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.

For resources on how to cite properly and avoid plagiarism, go to NLU’s Center for Academic Development (http://www.nl.edu/centers/cad/) and the NLU Library (http://www.nl.edu/library/).

**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 that are based on the application of established policies, procedures, or standards. It does not establish any individual rights 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 University Catalog is 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 (i.e. registrar, admissions, assessment) 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 business 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 student 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 business 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 business 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 that 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 business 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 judgment; 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 business 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 or designee within 90 business 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 business 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 business 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 members of the hearing committee shall determine the number of meetings, 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 (3) business days prior to the first hearing date. Any additional materials will be accepted at the discretion of the hearing committee. Within three (3) business 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 (3) business 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 close 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 (3) business 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 business 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 business days of receipt of the committee’s report.
6. Within 10 business 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 business days. The involved parties shall be informed in writing of the final decision.

Campus Policies

Standards of Conduct and Student Discipline

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.
Alcoholic Beverages

In accordance with Illinois law, alcoholic beverages may not be sold, 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 that have received prior written approval of the President of the University or his/her designated representative. These clubs or organizations are responsible for complying with local, state and federal laws, as well as University procedures.

Cell Phone Usage

The university designates cell phone areas at each campus and cell phones should be on vibrate in all classes, meetings and university-sponsored events to avoid disrupting university business and the learning environment.

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.

Classroom Etiquette

To help foster a positive learning environment, food must be cleaned from classrooms and allergens used sparingly.

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 Office of Public Safety or Facilities 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.)

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 Campus Administration by completing an incident report form. (Please refer to the 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).

Facilities and Property

Students are accountable for the care of any facility used by the University 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 that are in violation of the law.

Fire Safety

Fires may not be started in any facility of the University or on University property unless authorized by the Vice President for Operations of the University and in accordance with local, state, and federal laws. Students are to cooperate fully 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. False activation of a fire alarm is a crime, which is vigorously prosecuted as a felony. Law enforcement considers these offenses to be serious as they represent the potential for serious injury during an evacuation and diversion of critical fire department personnel. The University does not tolerate or excuse accidental discharge of the fire alarm stations on its properties. National-Louis University will prosecute, to the fullest extent allowed by law, anyone found making or causing a false activation of the fire alarms. Further, it will take disciplinary actions against such individuals, up to and including, dismissal from the university. Punishment for conviction of false fire alarm activation includes significant monetary fines and felony imprisonment with terms as long as 3 years.
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.

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 Office of Public Safety by completing an incident report form. Professional staff members are available for mediation and/or intervention. Records are kept related to unusual occurrences and conduct violations. In situations where a conduct violation is alleged to have occurred, the provisions of the Student Hearing and Appeal System shall apply.

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. It is considered a violation of the Standards of Conduct for a student to provide false or misleading information to a University official.

Sales and Soliciting

Salespersons and solicitors are not permitted to operate within campus facilities without the approval of the campus Facilities Management 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.

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

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

Policy on Student Disciplinary Hearing and Appeals

The formal responsibility for student discipline has been delegated to the Executive Director of Student Affairs. 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 that 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 Executive Director of Student Affairs, National-Louis University 122 S. Michigan Avenue, Chicago, IL 60603. 312/261-3568; FAX 312/261-3303. The administrator will determine if a hearing will follow and will initiate the procedure after a complete investigation. A copy of the Incident Report and correspondence regarding the judicial
process will be made available to the student accused of the violation. The student will be sent written notice by registered, certified mail and/or hand-delivery specifically citing the alleged offense(s). At the time of receiving such notice, the student will also be informed of his/her rights and of the judicial process before which he/she will appear. The student will be advised in writing of the breach of regulations of which the student is charged and the procedures to be followed. This notice will be sent as soon as possible after receipt of the completed report(s).

If a student is charged with a violation, one of the following three judicial processes will be used to review his/her case:

I. Administrative Action

Administrative Action is followed if the charged student assumes responsibility for his/her actions. The case is reviewed by the Executive Director of Student Affairs or his/her designee. A sanction may be imposed by the Executive Director of Student Affairs or his/her designee.

II. Administrative Hearing Committee

If a charged student pleads “not responsible” to the charge(s), the case may be heard by an Administrative Hearing Committee comprised of the Executive Director of Student Affairs or his/her designee (serves as hearing administrator) and one Student Affairs or professional university.

All conduct violations occurring during the summer or interim periods are under the jurisdiction of the Administrative Hearing Committee if the Campus Judicial Board option is 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 Campus Judicial Board may be convened when a student who has been charged with a violation pleads “not responsible” and the Executive Director of Student Affairs or his/her designee desires a hearing involving the charged 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.

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 NLU 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 Executive Director of Student Affairs or his/her designee.

2. The student will be notified which judicial body will hear his/her case. At this time if the student wishes to bring witnesses to the hearing the accused student must notify the Executive Director of Student Affairs within 48 hours of the date of the hearing and provide the names of additional witnesses and any related materials pertinent to the matter. All individuals who wish to participate in the administrative process must submit a written statement to the Executive Director of Student Affairs within 48 hours regarding this matter.

3. The student is entitled to one of the three types of judicial hearings, which shall be held in not less than five, nor more than 15 business days from the date of the charge notification unless the student charged expressly waives all or part of the notice period, or a continuance is granted by the Executive Director of Student Affairs.

4. A student may appear in person and present evidence in defense, and ask witnesses to attend on his or her behalf. If a student wishes to have witnesses present, each witness must submit a written statement no less than 48 hours prior to the date of the hearing. If the accused student does not attend, the absence shall be noted without prejudice, and the proceeding will take place without the student.

5. The accused student may be assisted during the hearing by an advocate who is a member of the University community (student, staff or faculty member) of the accused student’s choice, to provide counsel.

6. The accused student 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 Judicial Administrator conducting the hearing.

7. The decision of the judicial body shall be made only on the basis of materials and evidence relative to the case.

8. The accused student and complainant are each entitled to written notice of the results of the hearing sent within 10 business days.

9. All hearings are closed to the public. Persons in attendance shall be limited to members of the Administrative Hearing Committee or Campus Judicial Board, the University’s Chief Legal Officer, student(s), staff and/or faculty member(s) who submitted the charge, the charged student, the student’s advocate, and witnesses. All persons involved in a hearing shall agree to hold information related to the judicial case confidential.

10. A tape recording of the hearing shall be made by the Judicial Administrator and filed with the Executive Director of Student Affairs. The accused student may request access to the tape recording.

Format of Hearing

1. The Judicial Administrator shall schedule a time and place for the hearing and inform the student in writing at least
three 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 invite 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 are asked by members of the hearing committee or the judicial board. If the charged student has questions during the proceeding the questions will be submitted in writing to the judicial administrator. The judicial administrator will read questions submitted by the accused student.
   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 responsibility, past offenses or other relevant information may be considered for purposes of determining severity of disciplinary sanctions.

6. The student may have an advocate of his/her choosing present at all hearings. The advocate 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 advocate/student consultation will be determined by the Judicial Administrator.

7. If the student fails to appear at the hearing, the Judicial Administrator or University Judicial Committee may proceed in his/her absence and assess an appropriate sanction based upon the evidence available.

8. The Judicial Administrator or University Judicial Committee will inform the student of the decision by hand delivery or certified mail within ten (10) business days of the hearing.

Disciplinary Sanction

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

1. Reprimand: an official rebuke that makes the misconduct a matter of record.
2. Warning. Verbal or written notice that the behavior has been inappropriate. May be considered part of disciplinary record in future disciplinary action.
3. Restriction: limitation of a student’s privileges or freedom.
4. Probation: a period during which continued enrollment is conditioned upon continued cooperation. Suspension may occur should another violation take place.
5. Suspension: a temporary or permanent dismissal from the University.
6. 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 business days of the notification of the decision. This appeal is made to the Senior Academic Officer, or his/her designee, Office of the Provost, 122 S. Michigan Avenue, Chicago, IL 60603, 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 the University. In situations where temporary suspension is recommended, the decision rests with the Senior Academic Officer or his/her designee or the University President or his/her designee. Notification and due process follow this action.

Records of Disciplinary Matters

All disciplinary records are kept in the Office of Student Affairs and the Office of the Provost. 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.
Students with Disabilities--Grievance Procedures

Informal Complaint Procedure

If a student is comfortable, s/he 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 may speak with his or her enrollment representative regarding the situation or contact the Department of Diversity, Access and Equity. A student or applicant who is uncertain about filing a formal complaint may wish to discuss the question informally with the Director of Diversity and Employment. 847/947-5491 or via the national relay service; FAX 847/947-5610. This informal discussion may result in the development of an approach enabling the student or applicant to deal with the situation or the Director of Diversity and Employment may take the complaint under formal review.

Formal Grievance Procedure

A student or applicant who decides to file a formal complaint should contact the Department of Diversity, Access and Equity, 847/947-5491 or use the national relay service. If the grievance concerns the actions of the Director of Diversity and Employment, the grievance will be investigated by an impartial university official. All other grievances will be promptly investigated and reviewed by the Director of Diversity and Employment. 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 appropriate corrective action. Information relevant to the matter may be requested from the involved parties. Upon the completion of the investigation, the Director of Diversity and Employment will provide a response notifying the student or applicant of the findings and recommendations.

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 Vice President of Human Resources. The finding and response from either of these officers is the final response for the matter following applicable University policy.

University Policies

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. If a University faculty or staff member 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 responsible,” the case is handled within the Student Hearing and Appeal System.

Policy on Falsification of Records

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

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

Any student found to have falsified records is subject to disciplinary action through the Student Hearing and Appeal System.

Policy on 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 that 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.

If there is a real or perceived conflict of interest involving the actions of the designated University official or University office typically responsible for handling matters of concern for a student, employee or faculty member, an alternative University representative or University office can be contacted instead. Alternate representatives may include the Student Affairs Office, the University Ombudsperson, Provost’s Office, Office of Diversity, Access & Equity or Office of Human Resources. The alternate University representative or office may then designate an impartial and appropriate University official to resolve the matter following applicable University policy.
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, hereinafter, may be appealed by the student in accordance with the provisions of the Policy on Academic Appeals.

In addition, disruptive behavior that 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.

Policy on 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 that 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 Hearing and Appeal System apply.

Policy on Sexual Harassment

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 exploitative 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 conduct includes:

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

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

**Procedures**

A member of the University community who believes that they have been involved in an incident of sexual harassment or who becomes aware of an incident of sexual harassment as defined above should bring any such matter to the attention of their immediate supervisor, or the Director of Diversity and Equal Employment, 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 Director of Diversity and Employment or the 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 complaint may secure a review of the matter by filing a formal request with the Department of Diversity, Access and Equity. After reviewing all pertinent information and interviewing all those involved, the Department of Diversity, Access and Equity or the designated hearing officer shall recommend a course of action to the Vice President of Student Services. The Vice President of Student Services shall then decide on the course of action that 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 Department of Diversity, Access and Equity. The alleged party 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 Acceptable Use of Information Systems**

National-Louis University provides resources to the university community (which includes all NLU students, staff, faculty, board members, alumni, and administrators) through its Information Systems and services (as defined in Guidelines for Users of Information Systems in the National-Louis University Community). NLU is responsible for providing university community members with Information Systems and services adequate to support the mission of the university. NLU is accountable to university community members for providing Information systems and services adequate to support the goals and objectives of the university.

Use of Information systems and services must be consonant with the mission, goals, and objectives of the university. Therefore, NLU community members are responsible for their activities and accountable for their individual conduct while using NLU Information Systems and services.

The NLU Community Acceptable Use Policy outlines those responsibilities and provides a framework for accountability for appropriate use of the university Information systems and services.

**Responsibilities of NLU Community Members**

NLU community members are responsible for the following:

1. Abiding by United States copyright and intellectual property laws applicable to computer-accessible materials.
2. Using information resources for educational, instructional, service, research, administrative, and other purposes consistent with their roles in the university community.
3. Respecting the integrity of NLU Information Systems and services, including refraining from activities to gain unauthorized access to or use of university Information systems or software, which are intended to circumvent security measures.
4. Conducting themselves in a professional and ethical manner in all communications conducted via the university Information Systems.

The above policy will be implemented according to the Guidelines for Implementation of National-Louis University Community Policy on Acceptable Use of NLU Information Systems.
**Guidelines for Implementation of Policy on Acceptable Use of NLU Information Systems**

**Policy Definitions**

National-Louis University Information Systems refers to all computers and Information systems owned or operated by NLU and includes hardware, software, data, and communication networks associated with these systems and services. These systems range from multi-user systems to single-user terminals and personal computers, whether freestanding or connected to networks.

System users are all those individuals with privileges to use NLU computing systems and services, including but not limited to students, faculty, university staff and administrative officers.

Deans and vice presidents with the assistance of system administrators will determine who is permitted access to a particular system. System administrators and other designated system users hold responsibility for the maintenance and security of NLU Information Systems as a part of their stated responsibilities as academic or non-academic employees. System administrators report directly to the COLLEGIS/NLU technical director. The COLLEGIS/NLU Technical Director directly reports to the COLLEGIS/NLU Executive Director who reports directly to the university president's designee. The COLLEGIS/NLU Executive Director holds ultimate responsibility for the maintenance and security of NLU Information systems.

1. **Adherence to Laws Governing Ownership and Copyright Law**

Users must observe intellectual property rights including, in particular, copyright laws as they apply to software and electronic forms of information.

Users may use only legally obtained, licensed data, or software in compliance with license or other agreements and federal copyright and intellectual property laws.

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 uses.

2. **Authorized Use**

Individuals using NLU Information systems and services must be identified either through the physical location of an office or instructional computer or through an authorized NLU computer account, as with multiple user systems. System users may not access or use another user’s computer account or allow another person to use his or her account. System administrators create accounts and regulate access to NLU Information Systems by authorized system users. System administration privileges are granted only for official purposes and under the authority of designated academic and administrative officers. Unauthorized usage or assignment of administrative privileges is expressly prohibited.

Users must not conceal their identity when using NLU systems, except when anonymous access is explicitly provided (as with anonymous ftp).

NLU computing systems and services may not be used as a means of unauthorized access to computing accounts or systems inside of or outside of NLU’s Information Systems.

Other uses of NLU Information Systems may be permissible including revenue-generating activities subject to policies and procedures governing contractual agreements.

3. **Privacy**

All access to protected information stored in NLU records systems will be in strict compliance with the provisions of federal and state laws. The Family Educational Rights and Privacy Act (FERPA) or “Buckley Amendment” (34 C.F.R. Part 99, as amended by 61 Fed. Reg. 59291 Nov. 21, 1966) provides for protection against unwarranted disclosure of private information contained in “official” university records. FERPA guarantees all postsecondary students the right to consent to disclosures of personally identifiable information contained in student education records, except to the extent that FERPA authorizes disclosure without consent. See http://www.edlaw.net

Computer users must respect the privacy of others by refraining from inspecting, broadcasting, or modifying data files without the consent of the individual or individuals involved. Administrative users may inspect or repair data files (including e-mail 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.

University employees and others may not seek out, examine, use, modify, or disclose, without authorization, personal or confidential information contained in a computer, which they access as part of their job function. Employees must take necessary precautions to protect the confidentiality of personal or confidential information encountered in the performance of their duties.

Use of internet systems (IP) to transmit information does not guarantee privacy and confidentiality. Sensitive material transferred over Information Systems (including e-mail and the World Wide Web) may be at risk of detection by a third party. Users should exercise caution and care when transferring such material in any form.

4. **Malicious and Destructive Uses of NLU Information Systems**

The following uses of NLU computers and Information Systems are specifically prohibited:

- Use of computer programs to decode passwords or access control information.
- Attempts to circumvent or subvert system or network security measures.
- 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.
• 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.
• Using mail or messaging services to harass, libel, intimidate, or distribute misinformation, for example, by broadcasting unsolicited messages, by repeatedly sending unwanted mail, or by using someone else’s name or user ID.
• Users must not access or attempt to access data on any system they are not authorized to use. Users must not make or attempt to make any deliberate, unauthorized changes to data on an NLU system. Users must not intercept or attempt to intercept data communications not intended for that user’s access, for example, by “promiscuous” bus monitoring or wiretapping.

5. Enforcement

Authorized system administrators may monitor computer activity for the sole purpose of maintaining system performance, security, and integrity. In instances when individuals are suspected of violating policies, the contents of user files may be inspected only upon the approval of the university officer having clear responsibility for the activity of the user.

At the discretion of the system administrator(s) responsible for the resource or service in question, in collaboration with the appropriate administrative authority, information system computer use privileges may be temporarily or permanently revoked, following due process appropriate for the parties involved, pending the outcome of an investigation of misuse, or finding substantiating violations of these guidelines.

6. Due Process

NLU Information 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 the guidelines outlined in this document.

When a systems administrator believes it necessary to preserve the integrity of facilities, user services, or data, 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 revocation.

If, in the judgment of the systems administrator, the violation warrants action beyond a system administrator’s authority, he or she will refer the case first to the university administrator or disciplinary body appropriate to the violator’s status (e.g., in the case of a faculty member, his/her dean), and, as deemed appropriate, to a law enforcement authority.

An NLU information system 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.


Policy on NLU Student Email Account and Communications

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
Policy on Research Involving Human Participants

The Code of Federal Regulations, (Title 45, Code of Federal Regulations, Part 46), published by the Office for Protection from Research Risks (OPRR) was adopted by National-Louis University as institutional policy in 1990. The policy is administered by the Office of the Provost and Institutional Research and Review Board (IRRB). The Office of the Provost and IRRB ensure compliance with NLU’s policies and procedures for conducting ethical research involving human participants. Any activity that gathers or will use information which involves human participants (directly or indirectly) may fall within the definition of research and be under the purview of IRRB review. This includes any research conducted by NLU faculty and NLU students that is considered part of one’s academic work at NLU, funded research, and research involving NLU students by outside institutions. IRRB application forms, guidance for writing informed consent documents, and resources related to review of research with human participants may be obtained from the Office of the Provost’s IRRB website: http://www3.nl.edu/provost/irrb/IRRB-Home.cfm.

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 Catalog and the Student Guidebook.

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

Procedures

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

Disciplinary Action

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

Policy on Student Right to Know and Campus Security Act

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.

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 that might have occurred at all University locations.

Results

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

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

Safety and Security

Students are required to carry their ID card when present on one of the campuses or at a class function sponsored by the University, and must surrender it upon request by a University official. The card is not transferable and is the property of the University. Information and policies pertaining to parking; physical facilities; and property, personal, and physical safety are found in the section Student
Information. Statements of policy concerning the possession, use, or selling of alcoholic beverages and illegal drugs are found in the Standards of Conduct and the Campus Policies sections of this catalog. The Policy on Inspection, Search and Seizure, reinforces the commitment of this institution in attending to the above policies. Disciplinary actions that National-Louis University may impose for violations of University policies are found in Student Hearing and Appeal System. Policies pertaining to disruptive behavior are found in Policy on Disruptive Classroom Behavior.

Programs such as alcohol/drug awareness, presentations on safety precautions, campus safety policies, and crisis intervention procedures for non-counseling situations are offered frequently. Consult with the Office of Student Affairs for further information.

Incident Reporting

If anyone should know of or see a violation of University policy taking place, please report it to Campus Administration 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 Operations.

Policy for Observance of Religious Holidays

Policy

National-Louis University is committed to respecting cultural and religious diversity. Therefore, faculty members and students should make reasonable efforts to provide alternative means to meet academic requirements when conflict arises between religious observances and those requirements. Whenever feasible, students should be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. Similarly, faculty members also retain the right to religious observance and, therefore, faculty members may reasonably alter the traditional schedule of class meetings, assignments, and other academic events.

Procedure

Faculty should inform students at the beginning of each course that it is the student’s responsibility to inform the instructor of any intended absences for religious observances in advance (e.g., prior to the end of the 2nd class session) and must allow this notification to occur in a convenient and confidential manner. Faculty should remind students that prior notification is especially important in connection with examinations (in-class and take-home) and other major course requirements. Proper accommodation requires the student to complete the entire course and, therefore, does not include the elimination of a portion of the course material. Faculty members need not consider extended travel in order to accommodate religious observance.

Though faculty members create their syllabus in their own language/style, the following paragraph or one containing equivalent information should be added to each course syllabus.

“If religious observance will cause a student to be absent from class or otherwise affect his or her ability to complete academic assignments, he or she must notify the instructor in advance and make necessary arrangements to complete the entire course.”

If faculty must alter classroom expectations and assignments due to their own religious observance, they must give students advanced notice of at least one week and make accommodation for the additional conflicts these changes may cause. Such accommodations may include altered assignments, deadlines and activities and should be included in the syllabus where possible.

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**

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.

**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. Student Health Services Coordinator
2. Individual’s physician.
3. Dean of Students
4. Dean of appropriate college.
5. Senior Academic Officer.

**Policy on Substance Abuse**

Drug-Free Schools and Communities Act of 1989

The Congress of the United States has established legislation that 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. Policies pertaining to alcohol and substance abuse are found in the Student Information and Regulations section. Disciplinary sanctions that National-Louis University may impose for violations of University policies are found under the Student Hearing and Appeal System section of this Student Guidebook.

The following material contains information about penalties that 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.
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. Policies in regard to student alcohol and substance abuse are in this catalog and discipline procedures are in accordance with the Student Hearing and Appeal System. Faculty and staff are subject to the policies of the Human Resource Department.

<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>Other Stimulants Methaqualone</th>
<th>Other Stimulants Methamphetamines</th>
<th>Other Stimulants MDA</th>
<th>Other Stimulants LSD, Mescaline Phencyclidine (PCP) MDMA (Ecstasy)</th>
<th>Other Stimulants Opium, Morphine Codeine, Thebaine Heroin Methadone Darvon, Demerol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effects of Occasional and Extended Use</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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• reduced judgments</td>
<td>• anxiety and panic reactions</td>
<td>• seizures</td>
<td>• calmness and relaxed muscles</td>
<td>• elevated blood</td>
<td>• blockage of pain sensation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• sleepiness</td>
<td>• carciogenic elements in smoke</td>
<td>• sleeplessness</td>
<td>• irregular heartbeat</td>
<td>• decreased appetites</td>
<td>• nausea and vomiting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• increased sexual desire, but reduced ability to perform</td>
<td>• damaged lungs and respiratory system</td>
<td>• paranoia</td>
<td>• can cause sudden death by stroke or heart failure even in young users</td>
<td>• slurred speech</td>
<td>• respiratory depression</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• nausea, vomiting</td>
<td></td>
<td>• cocaine psychosis (paranoia and hallucinations)</td>
<td>• can cause sudden death by stroke or heart failure even in young users</td>
<td>• staggering gait</td>
<td>• central nervous system depression</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• liver disorders</td>
<td>• ulceration of mucous membranes in the nose</td>
<td>• loss of motor coordination</td>
<td>• altered perceptions</td>
<td>• dizziness</td>
<td>• use of unsterile needles promotes: AIDS, Hepatitis B, Endocarditis (infection in heart)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• alcoholic hepatitis</td>
<td>• sexual dysfunction</td>
<td>• respiratory depression</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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• alcoholic cirrhosis</td>
<td>• during pregnancy: severe physical and emotional problems in babies</td>
<td>• respiratory depression, which can result in coma or death</td>
<td>• respiratory depression, which can result in coma or death</td>
<td>• anxiety</td>
<td>• unpredictable reactions if drugs are “cut” with impurities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• cancer of the tongue, mouth, throat, liver, esophagus, breast</td>
<td>• during pregnancy: severe physical and emotional problems in babies</td>
<td>• disruption of normal sleep cycle</td>
<td>• disruption of normal sleep cycle</td>
<td>• depressed, anxiety</td>
<td>• tolerance after 3-4 daily doses (higher doses are required to produce same effects)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• fetal alcohol syndrome (most common symptom is mental retardation)</td>
<td>• during pregnancy: severe physical and emotional problems in babies</td>
<td>• increased heart and respiratory rates</td>
<td>• increased heart and respiratory rates</td>
<td>• mood swings</td>
<td>• tolerance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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).
## 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. Not more than 40 years.</td>
<td>Not less than 10 years. Not more than life.</td>
</tr>
<tr>
<td></td>
<td>100 gm or more or 1 kg or more mixture</td>
<td>Not less than 10 years. Not more than life.</td>
<td>Not less than 20 years. Not more than life.</td>
</tr>
<tr>
<td>Heroine</td>
<td>100-999 gm mixture</td>
<td>Not less than 5 years. Not more than 40 years.</td>
<td>Not less than 10 years. Not more than life.</td>
</tr>
<tr>
<td></td>
<td>1 kg or more mixture</td>
<td>Not less than 10 years. Not more than life.</td>
<td>Not less than 20 years. Not more than life.</td>
</tr>
<tr>
<td>Cocaine</td>
<td>500-4,999 gm mixture</td>
<td>Not less than 5 years. Not more than 40 years.</td>
<td>Not less than 10 years. Not more than life.</td>
</tr>
<tr>
<td></td>
<td>5 kg or more mixture</td>
<td>Not less than 10 years. Not more than life.</td>
<td>Not less than 20 years. Not more than life.</td>
</tr>
<tr>
<td>Cocaine Base</td>
<td>5-49 gm mixture</td>
<td>If death or serious injury, not less than 20 years. Not more than life.</td>
<td>If death or serious injury, not less than life.</td>
</tr>
<tr>
<td></td>
<td>50 mg or more mixture</td>
<td>If death or serious injury, not less than 20 years. Not more than life.</td>
<td>If death or serious injury, not less than life.</td>
</tr>
<tr>
<td>PCP</td>
<td>10-99 gm or 100-999 gm mixture</td>
<td>If death or serious injury, not less than 20 years. Not more than life.</td>
<td>If death or serious injury, not less than life.</td>
</tr>
<tr>
<td></td>
<td>100 gm or more or 1 kg or more mixture</td>
<td>Fine of not more than $4 million individual, $10 million other than individual.</td>
<td>Fine of not more than $8 million individual, $20 million other than individual.</td>
</tr>
<tr>
<td>LSD</td>
<td>1-10 gm mixture</td>
<td>Fine of not more than $2 million individual, $5 million other than individual.</td>
<td>Fine of not more than $4 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td></td>
<td>10 gm or more 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>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>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>
</tr>
<tr>
<td>DRUG</td>
<td>QUANTITY</td>
<td>1st OFFENSE PENALTY</td>
<td>2nd OFFENSE PENALTY</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>OTHERS*</td>
<td>Any</td>
<td>Not more than 5 years. Fine not more than $250,000 individual, $1 million not individual.</td>
<td>Not more than 30 years. If death or serious injury, life. Fine $2 million individual, $10 million not individual.</td>
</tr>
<tr>
<td>ALL</td>
<td>Any</td>
<td>Not more than 3 years. Fine not more than $250,000 individual, $1 million not individual.</td>
<td>Not more than 10 years. Fine not more than $500,000 individual, $2 million not individual.</td>
</tr>
<tr>
<td>ALL</td>
<td>Any</td>
<td>Not more than 1 year. Fine not more than $100,000 individual, $250,000 not individual.</td>
<td>Not more than 6 years. Fine not more than $200,000 individual, $2 million not individual.</td>
</tr>
<tr>
<td>ALL</td>
<td>Any</td>
<td>Not more than 1 year. Fine not more than $100,000 individual, $250,000 not individual.</td>
<td>Not more than 6 years. Fine not more than $200,000 individual, $2 million not individual.</td>
</tr>
</tbody>
</table>

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

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

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 1,000 or more plants</td>
<td>Marijuana mixture containing detectable quantity*</td>
<td>Not less than 10 years. Not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than $4 million individual, $10 million other than individual.</td>
<td>Not less than 20 years, not more than life. If death or serious injury, not less than 20 years. Fine not more than $8 million individual, $20 million other than individual.</td>
</tr>
<tr>
<td>100-1,000 kg or 100-999 plants</td>
<td>Marijuana mixture containing detectable quantity*</td>
<td>Not less than 5 years. Not more than 40 years. If death or serious injury, not less than 20 years. Fine not more than $2 million individual, $5 million other than individual.</td>
<td>Not less than 10 years, not more than life. If death or serious injury, not less than 20 years. Fine not more than $4 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>50-100 kg 10-100 kg 1-100 kg 50-99 plants</td>
<td>Marijuana Hashish Hashish Oil Marijuana</td>
<td>Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than $1 million individual, $5 million other than individual.</td>
<td>Not more than 30 years. If death or serious injury, not less than 20 years. Fine not more than $4 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>Less than 50 kg less than 10 kg less than 1 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 individual.</td>
<td>Not more than 10 years. Fine $500,000 individual, $2 million other than individual.</td>
</tr>
</tbody>
</table>

* Includes hashish and hashish oil. (Marijuana is a Schedule I Controlled Substance.)
# ACADEMIC 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>Chicago</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>(Type 04 certification)</td>
</tr>
<tr>
<td>Applied Language+++ Biology+★★★</td>
<td>International Business</td>
<td>Early Childhood Practice+</td>
</tr>
<tr>
<td>English+★</td>
<td>Marketing</td>
<td>(No certification)</td>
</tr>
<tr>
<td>English and Philosophy+++ Fine Arts+++ Health Care Leadership*++</td>
<td>Computer Information Systems+ Management*++</td>
<td></td>
</tr>
<tr>
<td>Human Services+</td>
<td>Management Information Systems*++</td>
<td>Elementary Education+</td>
</tr>
<tr>
<td>Human Services/Practicum+ Human Services/Psychology+ Liberal Arts Studies+ Mathematics/Quantitative Studies+★ Natural Sciences+++ Political Science+ Psychology+ Social Science+★</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lisle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Behavioral Sciences*+</td>
<td>Management++</td>
<td>Elementary Education+</td>
</tr>
<tr>
<td>Psychology</td>
<td>Management Information Systems*++</td>
<td></td>
</tr>
<tr>
<td>Elgin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Behavioral Sciences*+</td>
<td>Management++</td>
<td>Elementary Education+</td>
</tr>
<tr>
<td>Biology+★★★</td>
<td>Management Information Systems*++</td>
<td></td>
</tr>
<tr>
<td>English+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English and Philosophy+++ Fine Arts+++ Health Care Leadership*++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Services+</td>
<td>Human Services/Practicum+ Human Services/Psychology+ Liberal Arts Studies+ Mathematics/Quantitative Studies+★ Natural Sciences+++ Psychology+ Social Science+★</td>
<td></td>
</tr>
</tbody>
</table>

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* 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

### North Shore

<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>North Shore</td>
<td></td>
<td>Early Childhood Education+</td>
</tr>
<tr>
<td>Applied Behavioral Sciences*+</td>
<td>Management*++</td>
<td>(Type 04 certification)</td>
</tr>
<tr>
<td>Applied Language+++</td>
<td>Management Information Systems*++</td>
<td>Early Childhood Practice+</td>
</tr>
<tr>
<td>Biology+</td>
<td></td>
<td>(No certification)</td>
</tr>
<tr>
<td>English++</td>
<td></td>
<td>Elementary Education+</td>
</tr>
<tr>
<td>English and Philosophy+++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts+++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Leadership*++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Studies+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics/Quantitative Studies+★</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Sciences+++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science+</td>
<td></td>
<td></td>
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<tr>
<td>Psychology+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science+★</td>
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</tr>
</tbody>
</table>

### Wheeling

<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>Wheeling</td>
<td></td>
<td>Elementary Education+</td>
</tr>
<tr>
<td>Applied Behavioral Sciences*+</td>
<td>Management*++</td>
<td></td>
</tr>
<tr>
<td>Applied Language+++</td>
<td>Management Information Systems*++</td>
<td></td>
</tr>
<tr>
<td>English+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English and Philosophy+++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts+++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Leadership*++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Studies+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics/Quantitative Studies+★</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Sciences+++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science+★</td>
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</tr>
</tbody>
</table>

### 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>Florida Regional Campus; Tampa</td>
<td>Health Care Leadership***+++</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applied Behavioral Sciences***+</td>
<td></td>
</tr>
<tr>
<td>Northern, VA/ Washington, D.C.</td>
<td></td>
<td>Business Administration*+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management*++</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management Information Systems*++</td>
</tr>
<tr>
<td>WSB-NLU</td>
<td>Political Science+</td>
<td>Business Administration+</td>
</tr>
<tr>
<td>Nowy Sacz, Poland</td>
<td></td>
<td>Computer Information Systems+</td>
</tr>
<tr>
<td>Online</td>
<td>Health Care Leadership++</td>
<td>Management++</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management Information Systems++</td>
</tr>
</tbody>
</table>

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* 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>Adult and Continuing Education</td>
<td>M.A.</td>
<td>M.S.</td>
</tr>
<tr>
<td>Adult, Continuing, and Literacy Education</td>
<td>M.Ed.</td>
<td>M.H.A.</td>
</tr>
<tr>
<td>Adult Education Administration</td>
<td>Ed.D.</td>
<td></td>
</tr>
<tr>
<td>Adult Education Facilitating Adult Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community College Leadership**</td>
<td></td>
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</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate in Corporate Written Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Services Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Counseling</td>
<td></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

#### Degrees

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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

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 core fields of knowledge and areas of concentration built around the traditional arts and sciences disciplines. 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.

Providing services within the community has helped to define the historical mission of this College. As we have traditionally provided access to those populations who are often underserved, we have simultaneously strengthened the urban communities from which many of these students come. Just as we provide the foundation for those who desire to contribute to the community through teaching and business development, we also train those who want to pursue a path toward or further develop their expertise in service related professions such as Human Services, Psychology and Health Studies. Preparing our students to enter and/or advance in these professions ensures a direct renewal of leadership in the community.

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.
College of Arts and Sciences

Academic and Lifelong Learning

The Center for Academic Development (CAD) and Prior Learning Assessment (PLA) collaborate to enhance the success of NLU students. Under the umbrella of Academic and Lifelong Learning, the departments help students maximize current academic success, evaluate past learning experiences, and pursue lifelong learning. This is accomplished through a wide range of learning support and assessment services provided by a network of professional staff, faculty, and peers.

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 skills assessment and intervene on behalf of students with special learning needs. They also support university faculty who seek guidance in making their teaching more effective.

The programs of the Center have been cited as “exemplary” by the National Center for Developmental Education. They have made a significant impact on student learning and are an active part of the academic environment at National-Louis University campuses and academic centers.

In its outreach role, the CAD develops educational partnerships with the community at large to provide family literacy programs, to design educational intervention programs for secondary schools, and to provide continuing education opportunities to corporations, educational institutions, and community-based organizations. In its resource role, the CAD works with the Department of Adult, Continuing, and Literacy Education and other university units to secure grants and contracts from public and private agencies to implement learning assistance and literacy programs.

Programs Delivered 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 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.

Online Academic Support

The Center for Academic Development (CAD) provides many of its services and resources in person, online, and by phone. All NLU students and faculty are welcome to obtain writing assistance, assessments of writing skills, and in-class academic support from qualified CAD professionals. www.nl.edu/cad.

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.

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.

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 extracurricular 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 extracurricular learning recommended by the Council for Adult and Experiential Learning (CAEL) and the American Council on Education (ACE). Fees are charged to cover the cost of evaluations. A maximum of 60 quarter hours of credit by portfolio may be applied toward the baccalaureate degree. Only ten (10) quarter hours of credit by portfolio may be applied toward admission requirements in the ABS, BSM, BSMIS and HCL programs. Professional licenses and certifications can also be evaluated for elective credit.

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.

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.

Interdisciplinary Centers

The Gidwitz Center for Urban Policy and Community Development

The Gidwitz Center for Urban Policy and Community Development provides opportunities for students and faculty across the university. The mission is to develop and advocate for public policy responsive to the needs and aspirations of citizens in the City of Chicago. The Center, through its associates and partners, promotes policies that support the development of sustainable communities and contribute to the quality of community life through equity, justice, and the capacity of people to shape and influence decisions that affect their day-to-day lives.

The Center is located on the Chicago Campus and seeks to fulfill its mission by improving the lives of people in the urban population through: self-determination and information provided through the Center’s research; enhancing community partners in furthering their missions and visions as a result of collaboration with our expertise in research and practice; support and advance student research in the area of urban policy and community development; engaging interested NLU faculty and students in pursuit of urban policy and community development research and projects; creating urban policy forums that discuss topics of importance and interest that highlight the Center’s work and the faculty and community members who perform it; and disseminating research results that allows for a broader audience for this type of research and community involvement.

Center for Positive Aging

The Center for Positive Aging operations includes four programs: the Lifelong Learning Institute, The Transition Network, Senior Care Resources, and Creative Aging. The Lifelong Learning Institute is a peer led, educational experience for individuals over the age of 50. The Lifelong Learning Institute is a member of the Elderhostel Institute Network (http://www.elderhostel.org/ein/intro.asp) which includes both on campus and travel related learning. The Institute is operated by both personnel of the university and participant volunteers. For classes, please visit; http://www.nl.edu/academics/cas/positiveaging/. The Transition Network is a monthly and peer group educational experience for women over the age of 50. The Transition Network of Chicago is an affiliate of the Center for Positive Aging and a member of the national Transition Network (thetransitionnetwork.org). Senior Care Resources is a group of local aging service professionals for community referrals and guidance. Creative Aging serves as the seminar series and projects for the community. The Center for Positive Aging is the Chicago network affiliate of the National Center for Creative Aging. Together, the Center for Positive Aging strives to offer a holistic and intellectually stimulating approach to aging.
Course Delivery Formats

Traditional

Traditional undergraduate general education courses are offered on campus in a face-to-face format over a period of ten weeks. These classes meet either once during the week or weekend, through a Weekend College schedule which meets Friday evening, Saturday or Sunday.

Online/Blended

Courses are also offered online where students are not required to come to campus; rather, they meet all requirements through discussions, assignments, and evaluations via the computer. While this format allows for great flexibility time wise, students should assess their learning style to determine if it is right for them. Students choosing to study online should have excellent computer skills and be prepared to interact regularly with others using technology. Another form of online courses is the blended model. If a course is designated as blended, students will study online as well as come to class on campus periodically as scheduled.

FOCUS

FOCUS (Focus On Completing Undergraduate Studies) offers accelerated general education courses from across the curriculum in the College of Arts and Sciences. Students may enroll in FOCUS courses only with the approval of a faculty advisor and the chair of the department offering the course. FOCUS is one way for students to meet their general education requirements or take general education electives in order to satisfy the university’s graduation standards. M.A.T. students with completed applications and advisor approvals may enroll ONLY to complete current general education deficiencies.

While FOCUS is an intense delivery model designed for those who understand the rigors of accelerated coursework, it can be an efficient and effective way for serious students to complete their degree.

Since FOCUS courses are offered in an accelerated format, additional out-of-class assignments, advanced preparation, and specific assessment scores may be required. Additional information and course schedules can be found at www.nl.edu/focus.

Undergraduate Academic 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.

Adult, Continuing, and Literacy Education

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.

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<td>ACL205</td>
<td>Communication Development</td>
<td>5</td>
</tr>
<tr>
<td>ACL300A</td>
<td>Strategies for Effective Learning I</td>
<td>2</td>
</tr>
<tr>
<td>ACL300B</td>
<td>Strategies for Effective Learning II</td>
<td>2</td>
</tr>
<tr>
<td>ACL301</td>
<td>Perspectives on Prior Learning</td>
<td>2</td>
</tr>
<tr>
<td>ACL490</td>
<td>Independent Study</td>
<td>2-5</td>
</tr>
<tr>
<td>ACL495</td>
<td>Special Topic</td>
<td>2-5</td>
</tr>
</tbody>
</table>

Note: See asterisks in Schedule for Enhanced Courses. These courses use innovative delivery modes: online and face-to-face.

The NLU Developmentally Enhanced General Education Courses are offered in partnership with the Adult, Continuing & Literacy Education Department, the Centers for Academic Development, and several content area departments. These enhanced courses are designed to provide the strategies and skills you need to successfully process content area coursework. Enhancements may include any or a combination of: online webct component, in-class tutors, in-class presentations, and supplemental materials.

How You Will Learn:

Developmentally Enhanced General Education Courses are taught using appropriate developmental strategies and skills that are embedded in the content area material. NLU undergraduates benefit from this model because of the additional level of academic support throughout the term. Content area courses may be enhanced through the addition of text processing strategies, test-taking strategies and skills and time management and Webct component. Periodic presentations from a learning specialist may focus on content material to further
develop critical thinking skills.

What You Will Learn (within the context of the enhanced general education class):

- Time management strategies
- Time management strategies
- Study skills,
- Critical thinking
- How to apply appropriate strategies to your own learning.
- How to utilize various technology education
- How to profit from and understand collaborative and independent learning
- How to analyze and assess your own learning abilities to best prepare for academic success.

Applied Language

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 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. Innovative teaching methodologies with emphasis on the communicative approach to language teaching and learning focus on the learner as an individual.

The Department of Applied Language offers a major in Spanish Language and Culture Studies, a foreign language minor, and English as a second language coursework, all designed to enhance students’ global awareness and knowledge of linguistic diversity and cultural expression. The department also assesses the oral and written English language proficiency of NLU graduate and undergraduate applicants whose native languages are other than English.

Foreign Language

Spanish Language and Culture Studies 50 QH

This Spanish major is a combination of a traditional Spanish major and Latino Studies. Coursework consists of 50QH and provides students with a solid foundation in the literature, history, culture, and linguistics of the Spanish-speaking world. The capstone course focuses on the application of the content of all previous courses to current issues in the Chicago Latino community.

Spanish Language and Culture Studies places a strong emphasis on reading and writing skills designed to enhance Spanish heritage speakers’ academic and career opportunities. The major, also open to other advanced-intermediate students of Spanish, is intended to prepare students for graduate study. Students may also apply their knowledge to business, teaching, and other careers. Students of Spanish Language and Culture Studies may choose to combine this major with professional studies through one of four NLU degree-completion programs: Health Care Leadership (see page 91); Applied Behavioral Sciences (see page 107); Bachelor of Science in Management (see page 201); and, Bachelor of Science in Management Information Systems (see page 202). The Spanish major also fulfills the requirements for the Liberal Arts Studies Program (B.A.). Applicants must meet the admission requirements for the program to which they are applying with the addition of a Spanish Language Assessment.

All students are assessed by the Department of Applied Language for Spanish language proficiency prior to admission. Students whose Spanish language proficiency in any skill area falls below the intermediate level are required to take APL245 Reading and Writing for Heritage Speakers, which will enable them to succeed in upper-level Spanish courses.

Students may be awarded credit for upper-level Spanish courses taken previously. A minimum of 50% of Spanish courses must be taken at NLU.

Spanish Language and Culture Studies 50QH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>APL320</td>
<td>Spanish Grammar &amp; Composition</td>
<td>5</td>
</tr>
<tr>
<td>APL325</td>
<td>Introduction to Spanish Written Texts</td>
<td>5</td>
</tr>
<tr>
<td>APL330</td>
<td>Geography &amp; Cultures of the Spanish-speaking World</td>
<td>5</td>
</tr>
<tr>
<td>APL410</td>
<td>Spanish for Specific Purposes</td>
<td>5</td>
</tr>
<tr>
<td>APL415</td>
<td>Spanish Translation &amp; Editing Skills</td>
<td>5</td>
</tr>
<tr>
<td>APL425</td>
<td>Varieties &amp; Dialects in Spanish Language</td>
<td>5</td>
</tr>
<tr>
<td>APL435</td>
<td>History of Latin America</td>
<td>5</td>
</tr>
<tr>
<td>APL450</td>
<td>20th Century Latin American Literature</td>
<td>5</td>
</tr>
<tr>
<td>APL455</td>
<td>Latino Literature in the U.S.</td>
<td>5</td>
</tr>
<tr>
<td>APL460</td>
<td>Current Issues in Latino Chicago</td>
<td>5</td>
</tr>
</tbody>
</table>

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 QH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</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>
</tbody>
</table>
COLLEGE OF ARTS AND SCIENCES

UNDERGRADUATE PROGRAMS

APL220  Intermediate Foreign Language I  5
APL230  Intermediate Foreign Language II  5
APL240  Intermediate Foreign Language III  5
APL250  Second-Year Intensive Foreign Language I, II, & III  15

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

The Applied Language and English as a Second Language Courses are designed to provide instruction in language and culture and to give non-native speakers of English the language skills necessary to prepare them for success in degree programs. They are based on characteristics of language in culture; focused writing; advanced application of reading, writing, speaking, and listening; and context-appropriate use of English. The courses also include independent study and special topic courses.

Additional Applied Language Courses

<table>
<thead>
<tr>
<th>QH</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>APL</td>
<td>APL210</td>
<td>Characteristics of Language in Culture</td>
</tr>
<tr>
<td></td>
<td>APL245</td>
<td>Spanish Reading and Writing for Heritage Speakers</td>
</tr>
<tr>
<td></td>
<td>APL305</td>
<td>Connecting Language, Community and Career Goals</td>
</tr>
<tr>
<td></td>
<td>APL335</td>
<td>Spanish Phonetics &amp; Advanced Conversation</td>
</tr>
<tr>
<td></td>
<td>APL400</td>
<td>Situational Language Use for Professional Advancement</td>
</tr>
<tr>
<td></td>
<td>APL420</td>
<td>Spanish Applied Linguistics &amp; Advanced Grammar</td>
</tr>
<tr>
<td></td>
<td>APL430</td>
<td>Spanish Cultures through Film</td>
</tr>
<tr>
<td></td>
<td>APL440</td>
<td>20th Century Latin American Revolutions</td>
</tr>
<tr>
<td></td>
<td>APL445</td>
<td>The Golden Age of Spanish Literature: 16th &amp; 17th Centuries</td>
</tr>
<tr>
<td></td>
<td>APL490</td>
<td>Independent Study                     2-5</td>
</tr>
<tr>
<td></td>
<td>APL495</td>
<td>Special Topic                         2-5</td>
</tr>
<tr>
<td>ESL</td>
<td>ESL203</td>
<td>Writing Skills Development             5</td>
</tr>
<tr>
<td>ESL403</td>
<td>ESL Reading and Writing for Graduate Students</td>
<td>3</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 (pages 106-107), English (pages 89), Mathematics/Quantitative Studies (pages 99-100), or Social Science (pages 112-113). 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 267 and 268.

### 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 180 quarter hours of coursework. The Liberal Arts general education requirements make up 69 quarter hours of this total and include 15 quarter hours of courses in English (LAE101, LAE102 and English elective). The major consists of an additional 50 hours (10 courses) in English. Students supplement this work with 30 quarter hours in a minor area such as art, philosophy, mathematics, natural science, psychology, social science, theater or music; or 30 quarter hours in a language and arts specialization (defined below); or 30 quarter hours of foreign language studies. The remainder of the degree courses (31 quarter hours) may consist of free electives.

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>69 QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature Major</td>
<td>50 QH</td>
</tr>
</tbody>
</table>

| 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 | 5 |
| LAE425 | Literary Criticism and Interpretation | 5 |
| LAE308 | Literature elective (300 or 400 level) | 5 |
| LAE314 | Literature or Writing elective | 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 |
| 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 |
**Fine Arts**

The Fine Arts Department at National-Louis University offers three main areas of study: Art, Music and Theatre/Film Studies. Art and Theatre/Film Studies can be chosen as a major or minor concentration in the Liberal Arts Studies program. Music can be chosen as a minor concentration in the Liberal Arts Studies program. In addition, Art can be chosen as an area of concentration for Elementary Education majors.

**Art**

The Art curriculum 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 curriculum 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 FOCUS.

**Art Major Requirements** 45 QH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA110</td>
<td>Introduction to Art</td>
<td>2</td>
</tr>
<tr>
<td>LAA301</td>
<td>Design</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Art History elective</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Art electives</td>
<td>33</td>
</tr>
</tbody>
</table>

**Art Minor Requirements** 30 QH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA110</td>
<td>Introduction to Art</td>
<td>2</td>
</tr>
<tr>
<td>LAA301</td>
<td>Design</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Art History</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Art electives</td>
<td>18</td>
</tr>
</tbody>
</table>

After degree completion and teaching experience, students in the elementary teacher education program may be considered for the art specialist certification BY EVALUATION THROUGH THE ILLINOIS STATE BOARD OF EDUCATION. Students who want to pursue this option must consult with their art 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>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA110</td>
<td>Introduction to Art</td>
<td>2</td>
</tr>
</tbody>
</table>

**Standard Teaching Concentration** 30 QH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following:</td>
<td></td>
<td>2-5</td>
</tr>
<tr>
<td>LAA306</td>
<td>Painting</td>
<td></td>
</tr>
</tbody>
</table>

**Music**

The Music curriculum 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAU110</td>
<td>Introduction to Music</td>
<td>2</td>
</tr>
<tr>
<td>LAU205</td>
<td>Musicianship I</td>
<td>2</td>
</tr>
<tr>
<td>LAU206</td>
<td>Musicianship II</td>
<td>2</td>
</tr>
<tr>
<td>LAU207</td>
<td>Musicianship III</td>
<td>2</td>
</tr>
<tr>
<td>LAU210</td>
<td>Music Theory</td>
<td>5</td>
</tr>
<tr>
<td>LAU300</td>
<td>Applied Music</td>
<td>5</td>
</tr>
<tr>
<td>LAU320</td>
<td>History of Music I</td>
<td>5</td>
</tr>
<tr>
<td>LAU321</td>
<td>History of Music II</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Music electives</td>
<td>2-5</td>
</tr>
</tbody>
</table>
Theatre/Film Studies

The Theatre/Film Studies curriculum at National-Louis University features a unique blend of courses that heightens the student’s awareness of the relationship between theatre, film and the nature of humanity. These courses can prove to be particularly valuable for education and business students.

Theatre

Theatre courses provide a theoretical and historical base for the art form and emphasize creative drama, children’s theatre, creative problem solving, curriculum integration strategies and communication skill development. For students seeking the Bachelor of Arts degree in Liberal Arts Studies, Theatre/Film Studies courses may be combined to fulfill the requirements of either a major or minor area of concentration.

Film

National-Louis University offers a unique series of film courses that meets the needs of students from various disciplines. Students studying education, business, social science or counseling, for example, gain an understanding of how each profession’s public image has been shaped by films in the past, and how, as professionals, they can influence future perceptions. Students learn to develop their visual literacy, studying the forms and tools that create meaning on the big screen as well as the small. The film minor prepares students to analyze and evaluate films as texts of social communication while sharpening their understanding of how popular culture and art interact.

Theatre Major Requirements 45QH

LAT220 Introduction to Theatre 5
LAT223 Children’s Theatre 5
LAT231 Creative Drama 5
LAT330 Theatre History and Literature I 5
Theatre/Film Studies Electives 25

Theatre Minor Requirements 30QH

LAT220 Introduction to Theatre 5
LAT223 Children’s Theatre 5
LAT231 Creative Drama 5
LAT330 Theatre History and Literature I 5
Theatre/Film Studies Electives 10

Film Studies Minor 30QH

LAT301 How to See a Movie: Learning Visual Literacy 5
LAT302 Business Ethics in Popular Film 5
LAT303 Minority Images in Popular Film 5
LAT304 Banned and Forbidden: Freedom of Speech in Film 5
LAT402 Teacher! Teacher! Images of the Educator in Film 5

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 is 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

Students in Health Care Leadership may choose to combine this professional studies program with a major in Spanish Language and Culture Studies (see page 87).

Program Admission Requirements

Before admission into the program, students must attend required orientation sessions that introduce the program, assess academic skills and provide a foundation for the use of online instructional resources used in the program. During these sessions, 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 high potential 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 requirements 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.

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).

General Education Electives 33

<table>
<thead>
<tr>
<th>Health Care Leadership Requirements</th>
<th>48 QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHA430 Human Resource Development</td>
<td>4</td>
</tr>
<tr>
<td>for Health Care Supervisors</td>
<td></td>
</tr>
<tr>
<td>AHA431 Principles of Health Care Supervision</td>
<td>4</td>
</tr>
<tr>
<td>AHA432 Financial and Physical Resource Administration</td>
<td>4</td>
</tr>
<tr>
<td>AHA440 Health Care Systems</td>
<td>4</td>
</tr>
<tr>
<td>AHA441 Health Care Planning and Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>AHA442 Ethical and Legal Issues in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>AHE430 Educational Delivery in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>AHE431 Presentations Skills in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>AHE432 Educational Assessment in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>AHG300 Professional Writing in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>AHG400 Overview of Health Care Delivery</td>
<td>4</td>
</tr>
<tr>
<td>AHG405 Team Development in Health Care</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives to total 180 quarter hours (including maximum of 60 quarter hours of technical credit). A student in the Health Care Leadership Program may earn elective and general education credit through National-Louis University course work, transfer credit, credit by exam, credit by proficiency and credit by portfolio.

Total Minimum Hours 180 QH

Human Services

The Counseling and Human Services Department offers undergraduate level career preparation for the field of Human Services. All the Department of Counseling and 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 Counseling and Human Services Department uses the cohort model as the principal form of program delivery and the Human Services (B.A.) 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 (B.A.)

The Human Services curriculum is an academic program designed for individuals who wish to pursue a basic Human Services program without completing the clinical practice requirements. This
program is therefore appropriate for individuals who have already completed initial professional certification, already have experience in the Human Services field, or under certain circumstances 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 Human Services 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 Counseling and Human Services faculty. Additional detail is provided in the Counseling and 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 Code</th>
<th>Course 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>
</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 as a high potential student into the Professional Studies Sequence under exceptional circumstances.

C. A grade of “D” or “F” in any Human Services course requires a repeat of the course. If students receive a second “D” or “F”, 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 high potential status if accepted into the program. The student will be notified in writing when placed on high potential 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 Counseling and 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 Counseling and Human Services Department Undergraduate Handbook for additional details.) Students in the Human Services/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 the 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 Counseling and Human Services Department Undergraduate Handbook for more details. This handbook can be found on the Counseling and Human Services Web site.)

Professional Responsibility in Human Service Work

In addition to the usual academic expectations, the faculty of the Department of Counseling and 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 Counseling and Human Services Department’s policy on attitudes and behavior with respect to drug use and confidentiality, as published in the Counseling and Human Services Department Undergraduate Handbook.

Human Services Student Minimum Performance Criteria

It is the responsibility of the Counseling and 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.

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### Human Services (B.A.)

**Program-Specific General Education Requirements** 60 QH

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 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
- HSC305A Special Needs Populations A 3
- HSC305B Special Needs Populations B 2
- HSC310 Management/Administration of Health and Human Services Organizations 5
- HSC503 Counseling and Human Development in a Multicultural Society 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

**Other Electives** 15

**Total Minimum Hours** 180 QH
Students must demonstrate English competency 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.

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.)

#### Program-Specific General Education Requirements 60 QH

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
- HSC305A Special Needs Populations A 3
- HSC305B Special Needs Populations B 2
- HSC310 Management/Administration of Health and Human Services Organizations 5
- HSC503 Counseling and Human Development in a Multicultural Society 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
- HSM385 Practicum Supervision (must register for supervision concurrent with each practicum registration) 1

**Human Services Electives under advisement (specialization)** 40

**Other Electives** 5

**Total Minimum Hours** 180 QH

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.

### Human Services/Psychology (B.A.)

#### Program-Specific General Education Requirements 60 QH

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

**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
- HSC305A Special Needs Populations A 3
- HSM305 Special Needs Populations B 2
- HSM410 Management/Administration of Health and Human Services Organizations 5
- HSM503 Counseling and Human Development in a Multicultural Society 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
- HSM385 Practicum Supervision (must register for supervision concurrent with each practicum registration) 1

**Human Services Electives under advisement (specialization)** 40

**Other Electives** 5

**Total Minimum Hours** 180 QH

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.
7. Behavioral Science
   LAP100  General Psychology OR
   LAP315  Life Span Development 5

Additional General Education Requirements
   Communications, Humanities, or Fine Arts electives 10
   Math or Science elective 5
   Social or Behavioral Science elective 5

Human Services/Psychology Program Requirements

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 English Composition I (LAE101) and English Composition II (LAE102) at National-Louis University with a grade of “C” or better.
Additional General Education Requirements

English, speech, or drama elective 5

Liberal Arts Major Requirements 45-50 QH

Anthropology
Applied Economics
Art
Biology
English
Physical Science
Psychology/Human Development
Mathematics
Multicultural Studies
Psychology
Science
Social Science
Spanish Language and Culture Studies
Theatre Arts
Theatre/Fine Arts

Liberal Arts Minor Requirements 30 QH

Art
Biology
English
Physical Science
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 general studies courses LAM112 AND LAM213 do not count as mathematics courses to be used toward the required 45 quarter hours of mathematics required for a Mathematics Concentration.

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 mathematics courses in mathematics. Students must choose courses that meet the minimum state requirement of 5 courses from 4 areas of mathematics. Additionally, students seeking the state endorsement in middle school mathematics on their certificate must take the College of Education course MHE485 Advanced Methods for Teaching Middle School Mathematics. MHE485 does not count as a mathematics course.

The following courses do not count toward the Math Concentrations (Traditional Major and Standard Teaching Concentration).

LAM100A Prealgebra
LAM100B Basic Algebra
LAM106 Basic Statistics
LAM107 Utilization of Microcomputers
LAM108 Overview of Computers
LAM110 College Mathematics
LAM111 Logarithm/Trigonometry Unit
LAM216 Statistical Methods
LAM225 Quantitative Methods in the Workplace

Also, the following general study courses do not count toward the Standard Teaching Concentration: LAM112 and LAM213.

Liberal Arts Studies: Mathematics Major

The Bachelor of Arts degree in Liberal Arts Studies offers a major or minor in mathematics. The mathematics major with a suitable minor field of study can provide an entry to quantitative career fields as well as further study in the areas of biology, chemistry, physics, business, and economics.

Students will select a minimum of 45 quarter hours of mathematics from the required core and from electives chosen in consultation with the Mathematics Department. The following mathematics courses do not count as mathematics course electives: LAM100A, LAM100B, LAM106, LAM107, LAM108, LAM110, LAM111, LAM225. The general studies courses LAM112 AND LAM213 do not count as mathematics courses to be used toward the required 45 quarter hours of mathematics required for a Liberal Arts Studies Mathematics Major. Mathematics course work includes 25 quarter hours of upper level courses (at least two of these must be 400 level), 15 hours of which must be taken at National-Louis University.

Mathematics Core Courses: 45 QH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAM214</td>
<td>Mathematics for Management Science</td>
</tr>
<tr>
<td>LAM320</td>
<td>Discrete Math</td>
</tr>
<tr>
<td>LAM310</td>
<td>Precalculus</td>
</tr>
<tr>
<td>LAM303</td>
<td>Computer Programming I</td>
</tr>
<tr>
<td>LAM311</td>
<td>Calculus I</td>
</tr>
<tr>
<td>LAM403</td>
<td>Mathematical Probability and Statistics</td>
</tr>
</tbody>
</table>

Mathematics Electives 15

Second Major (45 quarter hours) OR Two Minor Fields of Study (30 quarter hours each)

Liberal Arts Studies: Mathematics Minor Requirements

Students will select a minimum of 30 quarter hours in mathematics including one calculus course and at least 15 quarter hours of upper level mathematics courses (at least 5 quarter hours of upper level taken at National-Louis University). The following mathematics courses do not count as mathematics course electives: LAM100A, LAM100B, LAM106, LAM107, LAM108, LAM110, LAM111, LAM225. The general studies courses LAM112 AND LAM213 do not count as mathematics courses to be used toward the required 45 quarter hours of mathematics required for a Liberal Arts Studies Mathematics Minor.

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.

**Program-specific 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 core areas below and include the specific courses or equivalent in the seven general education 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.

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

**Required Core Courses in Mathematics** 25 QH
- LAM130  Mathematical Thinking  5
- LAM303  Computer Programming I  5
- LAM310  Precalculus  5
- LAM311  Calculus I  5
- LAM403  Mathematical Probability & Statistics  5

**Mathematics Electives** 25-30 QH

**Internship or Applied/Research Project** 10 QH

**Liberal Arts or Business Minor** 30-36 QH

**Free Electives** 20-26 QH

**Total Minimum Hours** 180 QH

**Mathematics/Quantitative Studies Program leading to a Bachelor of Arts (B.A.) and Master of Arts in Teaching (M.A.T.) Secondary Education Dual Degree Program**

At NLU, undergraduate students who wish to become secondary mathematics teachers are advised to earn a B.A. degree in Mathematics/Quantitative Studies and then enter the graduate program in secondary education leading to the M.A.T. degree. The B.A.-M.A.T. Program was created to connect the undergraduate and graduate portions to offer one seamless educational experience for future high school teachers. Admission to the B.A.-M.A.T. Program is open to any undergraduate student who has been accepted to the College of Arts and Sciences. Interested students should declare their interest in participating in the B.A.-M.A.T. Program as soon as possible after starting at NLU, but no later than junior year. Since Mathematics coursework required for completion of the B.A.-M.A.T. Program differs from all other mathematics options, it is required to meet with an undergraduate mathematics faculty 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 267 and 268.

**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

  *Math general ed requirements (LAM130 and/or LAM220) may be satisfied by one or more higher level courses.

**Total Mathematics Required for M/QS**
- (including LAM130 Gen. Ed) 65 QH

**Required Core Courses in Mathematics** 20 QH
- LAM303  Computer Programming I (counts in Computer Science area)  5
- LAM310  Precalculus (counts in Geometry area)  5
100 LAM311 Calculus I (counts as Calculus) 5
LAM403 Mathematical Probability & Statistics (counts in Prob. & Stat. area) 5

Additional Required Courses for Mathematics Secondary Ed. 15 QH
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

VIKI. 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

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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

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.

Total Minimum Hours 25
Elective courses

Students will select additional psychology courses from the above areas or from special topics, seminars, or research in psychology to complete a total of 45 quarter hours, with the approval of a psychology department 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 5
An introductory course in general psychology is required for all psychology majors except for students in teacher certification programs or the Psychology and Human Services dual major.

II. Developmental Psychology 5

III. Social and/or Personality/Clinical Psychology 5

IV. Cognitive and/or Experimental Psychology 5

V. Community Psychology 5

Total Minimum Hours 15

Elective courses

Students will select additional psychology courses from the above areas or from special topics, seminars, or research in psychology to complete a total of 30 quarter hours, with the approval of a Psychology Department 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 5
An introductory course in general psychology is required for all psychology/human development majors except for students in certification programs in Early Childhood or Elementary Education.

II. Developmental Psychology 15
General requirement:
Three developmental psychology courses, including Life-Span Development are required. Students should complete Psychology of Early Childhood (LAP201), Life-Span Development (LAP315) and one other developmental psychology course.

III. Social and/or Personality/Clinical Psychology 5
A minimum of one course is required.

IV. Cognitive and/or Experimental Psychology 5
A minimum of one course is required.

V. Community Psychology 5
A minimum of one course is required.

Total Minimum Hours 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 45 quarter hours, with the approval of a psychology department advisor.
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.

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 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.

Program-specific 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 core areas below and include the specific courses or equivalents in the seven general education 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.

1. Communications

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

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<tr>
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<tbody>
<tr>
<td>Philosophy</td>
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<tr>
<td>Humanities</td>
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3. Fine Arts

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<tr>
<td>LAU110</td>
<td>Introduction to Music or Music</td>
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</table>

4. Quantitative Reasoning

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<tr>
<th>Type</th>
<th>Title</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>LAM110</td>
<td>College Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>LAM106</td>
<td>Basic Statistics QR</td>
<td></td>
</tr>
<tr>
<td>LAM216</td>
<td>Statistical Methods</td>
<td></td>
</tr>
</tbody>
</table>
5. Physical and Life Sciences
   LAN110  General Biology  5
   LAN150  Survey of Physical Science  5
   Science elective  5

6. Social Sciences
   Introductory Social Science course  5
   LAS200  U. S. History and Culture, 1492-1828 OR
   LAS202  U. S. History and Culture, 1828-1898 OR
   LAS203  U. S. History and Culture, 1898 – present 5
   LAS300  Contemporary World Cultures  5

7. Behavioral Sciences
   LAP100  General Psychology  5

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

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 (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 (two courses required)

- HSC101 Introduction to Human Services 5
- HSC201 Principles and Dynamics of Interviewing 5
- HSC203 Principles of Family Intervention 5

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## 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.)

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 pages 88-89.

### 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. Biology courses that meet for non-standard durations (e.g., accelerated, field-based, intersession) may not count towards fulfillment of the degree without department approval.
2. Completion of 37 quarter hours of required courses in Mathematics, Physics, and Chemistry (see course list below). All Physics and Chemistry courses must contain a lab component.
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 quarter hours of free electives.

### Required courses for major in Biology 55 QH

#### Required Biology courses 25

- LAN110/110L General Biology 5
- LAN300/300L Ecology and Conservation 5
- LAN302/302L Zoology 5
- LAN303/303L Botany 5
- LAN409/409L Genetics 5

#### Biology electives 30

- LAN106/106L Introduction to Scientific Thought 5
- LAN200/200L Anatomy and Physiology I 5
- LAN205/205L Anatomy and Physiology II 5
- LAN304/304L Human Physiology 5
- LAN305/305L Animal Behavior 3 or 5
- LAN410 Fundamentals of Immunology 1, 4, 5
- LAN411/411L Microbiology 5
- LAN412/412L Medical Microbiology 5
- LAN415/415L Molecular Genetics 5
- LAN420 Tropical Marine Biology 5
- LAN491/491L Field Ecology Research Experience 5

The state of Illinois requires that secondary education students complete an Earth/Space Science course in addition to the requirements for the Biology B.A. Biology courses that meet for non-standard durations (e.g., accelerated, field-based, intersession) may not count towards fulfillment of the degree without department approval.
### Required courses in Mathematics, Physics, and Chemistry 37 QH

#### Mathematics
- **LAM310** Precalculus 5

#### Physics
- **LAN351/351L** General Physics 5

#### Chemistry
- **LAN250/250L** General Chemistry I 5
- **LAN251/251L** General Chemistry II 5
- **LAN362/362L** Organic Chemistry I 6
- **LAN363/363L** Organic Chemistry II 6
- **LAN360/360L** Biochemistry I 5

Instead of Organic Chemistry I and II students might take:
- **LAN358/358L** Survey of Organic Chemistry AND
- **LAN364/364L** Quantitative Analysis, OR
- **LAN361/361L** Biochemistry II

### Program-Specific 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 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)

##### 1. Communications
- **LAE101** English Composition I 5
- **LAE102** English Composition II 5

##### 2. Humanities
- **LAH120** Logic & Effective Thinking 5

##### 3. Fine Arts
- **LAA110** Intro to Art or Art elective 2
- **LAU110** Intro to Music or Music elective 2

##### 4. Quantitative Reasoning
- **LAM110** College Math OR Math elective 5
- **LAM216** Statistical methods OR
- **LAN366** Biostatistics 5

##### 5. Physical and Life Sciences
- **LAN110/110L** General Biology 5
- **LAN250/250L** General Chemistry I OR
- **LAN251/251L** General Chemistry II 5
- **LAN351/351L** General Physics 5

##### 6. Social Sciences
- **LAS200** U.S. History OR
- **LAS201** U.S. History and Culture: 1828-1898 OR
- **LAS203** U.S. History and Culture: 1898-present 5
- **LAS300** Contemporary World Cultures OR an Anthropology elective 5

##### 7. Behavioral Science
- **LAP100** General Psychology 5

Additional General Education Requirements
- English, Speech, or Drama elective 5

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

##### 1. Communications
- **LAE101** English Composition I 5
- **LAE102** English Composition II 5
- **LAT210** Effective Speaking 5
- **LAE314** History of the English Language 5

##### 2. Humanities
- **LAH120** Logic & Effective Thinking 5

##### 3. Fine Arts
- **LAA110** Intro to Art 2
- **LAU110** Intro to Music 2

##### 4. Quantitative Reasoning
- **LAM110** College Math 5
- **LAM216** Statistical methods OR
- **LAN366** Biostatistics 5
5. Physical and Life Sciences
   LAN110/110L General Biology 5
   LAN250/250L General Chemistry I OR
   LAN251/251L General Chemistry II 5
   LAN351/351L General Physics 5

6. Social Sciences
   LAS200 U.S. History OR
   LAS201 U.S. History & Culture: 1828-1898 OR
   LAS203 U.S. History & Culture: 1898-present 5
   LAS120 Intro to American Politics 5

7. Behavioral Science
   LAP100 General Psychology 5

Free Electives 34 QH

Liberal Arts Studies Majors and Minors

See Liberal Arts Studies Program for the complete program description. Biology courses that meet for non-standard durations (e.g., accelerated, field-based, intersession) may not count towards fulfillment of the degree without department approval.

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.

Science Majors and Concentrations for Elementary Ed Degrees from NCE

Biology courses that meet for non-standard durations (e.g., accelerated, field-based, intersession) may not count towards fulfillment of the degree without department approval.

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):
- LAN106/106L Introduction to Scientific Thought 5 (lower level)
- LAN200/200L Anatomy and Physiology I 5 (lower level)
- LAN205/205L Anatomy and Physiology II 5 (lower level)
- LAN304/304L Human Physiology 5 (upper level)
- LAN409/409L Genetics 5 (upper level)
- LAN305/305L Animal Behavior 3 or 5 (upper level)
- LAN366 Electrobiology 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)
- LAN491/491L 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.

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**Social and Applied Behavioral Sciences**

The mission of the Department of Social and Behavioral Sciences is to increase awareness and understanding of human behavior and its implications. The department offers three undergraduate programs as well as majors and minors. Graduate study is offered through the M.A. in Public Policy. Future Social Science teachers may participate in this program due to the emphasis on using the workplace and life experience as a source of relevant discussion in the study of human behavior.

ABS courses are drawn from the following departments: Interdisciplinary Studies (INT), Philosophy and Religion (LAH), Psychology (LAP), Social Science (LAS), and Theatre Arts (LAT).

Students in Applied Behavioral Sciences may choose to combine this professional studies program with a major in Spanish Language and Culture Studies (see page 87).

**Program-specific 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. A course may be four quarter hours or three semester hours (4.5 quarter hours). 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. The Assessment Center provides additional information regarding these...
avenues for demonstrating previous learning experience. Students are encouraged to complete general education requirements before entering the Applied Behavioral Sciences Program. Because the adult student entering the Applied Behavioral Sciences Program possesses a varied educational background.

1. Communications
   At least two college-level writing courses

2. Humanities
   At least one course in language, literature, history (U.S. and Western, Intellectual), philosophy, religion or ethics

3. Fine Arts
   At least one course in art, music, theatre, or dance

4. Quantitative Reasoning
   At least one course in mathematics, statistics, research methods, or quantitative studies

5. Physical and Life Sciences
   At least one course in chemistry, physics, astronomy, geology, or biological sciences

6. Social Sciences
   At least one course in anthropology, economics, geography, cultural and ethnic history, political science or sociology

7. Behavioral Science
   At least one course in psychology or a related behavioral science area

Other General Education, Professional, and up to 60 QH of technical credit 69 QH

All courses in the 51 quarter hour Applied Behavioral Sciences Program Requirements below must be passed in order to apply for graduation. A 2.0 NLU grade point average must be maintained throughout the program. In addition, the department faculty may place a student on academic probation for failure to complete courses during any term.

Applied Behavioral Sciences Requirements 51 QH

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tr>
<td>LAS331</td>
<td>Dynamics of Group Behavior</td>
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</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>LAT440</td>
<td>Professional Communication</td>
<td>4</td>
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<tr>
<td>LAS426</td>
<td>Multicultural Dimensions</td>
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<tr>
<td>INT430</td>
<td>Methods of Inquiry in the Behavioral Sciences</td>
<td>4</td>
</tr>
<tr>
<td>LAS431</td>
<td>Managerial and Supervisory Behavior</td>
<td>5</td>
</tr>
<tr>
<td>INT490</td>
<td>Independent Study in the Behavioral Sciences</td>
<td>2</td>
</tr>
<tr>
<td>LAS430</td>
<td>Economic Issues in Global Perspective</td>
<td>5</td>
</tr>
<tr>
<td>LAH305</td>
<td>Philosophy of Values and Ethics</td>
<td>5</td>
</tr>
<tr>
<td>INT410</td>
<td>Leadership in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>LAS435</td>
<td>Senior Seminar: Integrating the Applied Behavioral Sciences</td>
<td>2</td>
</tr>
</tbody>
</table>

Total hours 180 QH

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.

Program-specific 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.

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
   LAN110/110L General Biology 5
   LAN150/150L 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
   - LAS300  Contemporary World Cultures
   - Introductory Social Science course

7. Behavioral Science
   - LAP100  General Psychology

Additional General Education Requirements
   - English, speech, or drama elective

Political Science Core Courses 30 QH
   - LAS118  Introduction to Politics
   - LAS120  Introduction to American Politics
   - LAS308  Methods of Political Science
   - LAS310  International Relations
   - LAS316  Comparative Political and Social Systems
   - LAS450  Political Theory

Political Science Electives 30 QH
   - (select 6 of the following courses)
     - LAS220  State and Local Government
     - LAS317  European Union
     - LAS319  Elections and Electoral Behavior
     - LAS321  American Political and Social Ideas
     - LAS452  Political Geography
     - LAS454  Urban Politics
     - LAS456  National Security
     - LAS458  Public and Social Policy in the Legislative Process
     - LAS459  Public Finance
     - LAS460  Political Science Internship I
     - LAS461  Political Science Internship II
     - LAS462  Political Science Internship III
     - LAS495  Social Science Special Topic

Free Electives 51 QH

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 I (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.

**Program-specific 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.

1. Communications
   - LAE101  English Composition I
   - LAE102  English Composition II

2. Humanities
   - LAH120  Logic & Effective Thinking

3. Fine Arts
   - LAA110  Introduction to Art OR Art elective
   - LAU110  Introduction to Music OR Music elective

4. Quantitative Reasoning
   - LAM110  College Mathematics
   - LAM106  Basic Statistics OR
### 110 College of Arts and Sciences

#### Undergraduate Programs

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LAM216</td>
<td>Statistical Methods OR</td>
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</tr>
<tr>
<td>LAM112</td>
<td>Math Content for Teachers I</td>
<td>5</td>
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### 5. Physical and Life Sciences

<table>
<thead>
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<th>Course Title</th>
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<tbody>
<tr>
<td>LAN110</td>
<td>General Biology</td>
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<tr>
<td>LAN150</td>
<td>Survey of Physical Sciences</td>
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<td></td>
<td>Science Elective</td>
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### 6. Social Science

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<tbody>
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<td>U.S. History 1492-1828 OR</td>
<td>5</td>
</tr>
<tr>
<td>LAS201</td>
<td>U.S. History and Culture: 1828-1898 OR</td>
<td>5</td>
</tr>
<tr>
<td>LAS203</td>
<td>U.S. History and Culture: 1898 to the present</td>
<td>5</td>
</tr>
<tr>
<td>LAS105</td>
<td>Introduction to Sociology OR</td>
<td>5</td>
</tr>
<tr>
<td>LAS110</td>
<td>Introduction to Cultural Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>LAS300</td>
<td>Contemporary World Cultures</td>
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### 7. Behavioral Science

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<tr>
<td>LAP100</td>
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#### Additional General Education Requirements

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<td>English, Speech, or Drama elective</td>
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### Comprehensive B.A. in Social Science

#### 75 QH

#### Sociology and Anthropology

(Select 4 of the following courses)

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>LAS441</td>
<td>Urban Anthropology</td>
<td>5</td>
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<tr>
<td>LAS306</td>
<td>Marriage and Family</td>
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<tr>
<td>LAS405</td>
<td>Social Problems</td>
<td>5</td>
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<tr>
<td>LAS420</td>
<td>Social Theory</td>
<td>5</td>
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<tr>
<td>INT310</td>
<td>Research Methods in Behavioral Sciences</td>
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</tr>
<tr>
<td>LAS240</td>
<td>Human Origins</td>
<td>5</td>
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<tr>
<td>LAS303</td>
<td>Sub-Saharan African Cultures</td>
<td>5</td>
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<tr>
<td>LAS342</td>
<td>Folklore</td>
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</tr>
<tr>
<td>LAS441</td>
<td>Urban Anthropology</td>
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#### Political Science

(Select 4 of the following courses)

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<th>Course Title</th>
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<td>Introduction to Politics</td>
<td>5</td>
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<tr>
<td>LAS120</td>
<td>Introduction to American Politics</td>
<td>5</td>
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<tr>
<td>LAS310</td>
<td>International Relations</td>
<td>5</td>
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<tr>
<td>LAS316</td>
<td>Comparative Social and Political Systems</td>
<td>5</td>
</tr>
<tr>
<td>LAS319</td>
<td>Elections and Electoral Behavior</td>
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<td>LAS321</td>
<td>American Political and Social Ideas</td>
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<tr>
<td>LAS450</td>
<td>Political Theory</td>
<td>5</td>
</tr>
<tr>
<td>LAS458</td>
<td>Public and Social Policy in the Legislative Process</td>
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#### Economics

(Select 3 of the following courses)

<table>
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<th>Course Title</th>
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<tr>
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<td>Introduction to Economics</td>
<td>5</td>
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<tr>
<td>LAS250</td>
<td>Macroeconomics</td>
<td>5</td>
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<tr>
<td>LAS255</td>
<td>Microeconomics</td>
<td>5</td>
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<tr>
<td>LAS315</td>
<td>World Economics</td>
<td>5</td>
</tr>
<tr>
<td>LAS345</td>
<td>Labor Economics</td>
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<tr>
<td>LAS445</td>
<td>Evolution of the American Economy</td>
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#### History

(Select 4 of the following courses)

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<tr>
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<td>LAS201</td>
<td>U.S. History and Culture: 1828-1898 OR</td>
<td>5</td>
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<tr>
<td>LAS203</td>
<td>U.S. History and Culture: 1898 to the present</td>
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<td>LAS302</td>
<td>Asian History and Cultures</td>
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<td>LAS304</td>
<td>Middle and South American Cultures</td>
<td>5</td>
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<td>LAS495</td>
<td>ST in World History: Conflict in the Middle East</td>
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<tr>
<td>LAS301</td>
<td>Western History and Culture to 1650</td>
<td>5</td>
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<tr>
<td>LAS305</td>
<td>Western History and Culture since 1650</td>
<td>5</td>
</tr>
<tr>
<td>LAS311</td>
<td>Racial and Ethnic History and Culture</td>
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#### Free Electives

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

#### 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 pages 88-89.

#### Preparation for Teaching

Secondary Education B.A. in Social Science

<table>
<thead>
<tr>
<th>Requirement</th>
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<th>Credits</th>
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#### Sociology and Anthropology:

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LAS313</td>
<td>Metropolitan Community OR</td>
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<tr>
<td>LAS441</td>
<td>Urban Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>LAS306</td>
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<td>5</td>
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<tr>
<td>LAS405</td>
<td>Social Problems</td>
<td>5</td>
</tr>
<tr>
<td>INT310</td>
<td>Research Methods in Behavioral Sciences</td>
<td>5</td>
</tr>
<tr>
<td>LAS240</td>
<td>Human Origins</td>
<td>5</td>
</tr>
<tr>
<td>LAS303</td>
<td>Sub-Saharan African Cultures</td>
<td>5</td>
</tr>
<tr>
<td>LAS342</td>
<td>Folklore</td>
<td>5</td>
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#### Political Science:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LAS118</td>
<td>Introduction to Politics</td>
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<td>5</td>
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<td>LAS316</td>
<td>Comparative Political and Social Systems</td>
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<tr>
<td>LAS319</td>
<td>Elections and Electoral Behavior</td>
<td>5</td>
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<tr>
<td>LAS321</td>
<td>American Political and Social Ideas</td>
<td>5</td>
</tr>
<tr>
<td>LAS450</td>
<td>Political Theory</td>
<td>5</td>
</tr>
<tr>
<td>INT310</td>
<td>Research Methods in Behavioral Sciences</td>
<td>5</td>
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</table>

#### Economics:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS115</td>
<td>Introduction to Economics</td>
<td>5</td>
</tr>
<tr>
<td>LAS250</td>
<td>Macroeconomics</td>
<td>5</td>
</tr>
<tr>
<td>LAS255</td>
<td>Microeconomics</td>
<td>5</td>
</tr>
<tr>
<td>LAS315</td>
<td>World Economics</td>
<td>5</td>
</tr>
<tr>
<td>LAS120</td>
<td>Introduction to American Politics</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>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>
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</tbody>
</table>
Economics:
- LAS250 Macroeconomics 5
- LAS255 Microeconomics 5
- LAS315 World Economics 5

History:
- LAS300 Contemporary World Cultures (prescribed in Gen. Ed.) 5
- LAS302 Asian History and Cultures 5
- LAS304 Middle and South American Cultures 5
- LAS495 ST in World History: Conflict in the Middle East 5
- LAS301 Western History and Culture to 1650 OR LAS305 Western History and Culture since 1650 5
- LAS311 Racial and Ethnic History and Culture 5

Choose two of the following courses
- LAS200 U.S. History and Culture: 1492-1828 5
- LAS201 U.S. History and Culture: 1828-1898 5
- LAS203 U.S. History and Culture: to the present 10

A minimum of 60 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

Term V (14 QH): Government and Political Culture
- LAS458 Public and Social Policy in the Legislative Process 5
- LAS321 American Political and Social Ideas 5
- LAS302B Asian History and Cultures II 3
- LAS499 Social Science Seminar 1

Term VI (14 QH): Families and the Economy
- LAS306 Marriage and Family 5
- LAS315 World Economics 5
- LAS499 Social Science Seminar 4

General Education and Free Electives 90 QH

Total Hours 180 QH

English competency must be documented by all B.A. Social Science Program students by passing the English Competency examination or by passing English Composition I (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
- LAS120 Introduction to American Politics 5
- LAS300 Contemporary World Cultures 5
- One U.S. History Course 5

Anthropology electives 25
(25 quarter hours must be upper level)

Applied Economics

Why and how do income, jobs opportunities, and price levels fluctuate? What causes one country to grow and prosper, while other countries with similar resources remain poor? How much of a country’s wealth should be spent on defense, welfare, and education? These are some of the questions you will address when you study for a B.A. degree in Liberal Arts with major in Applied Economics. Students majoring in Applied Economics will have to complete the 25 quarter hours of core courses and an additional 20 quarter hours from one of the available specializations. The presence of two specializations allows for an
opportunity to explore different facets of this discipline. The World Economics specialization provides students with a useful comparative view of economic issues from a global perspective. Basic real factors which underlie world trade, often obscured by theoretical veils, are uncovered. The Quantitative Economics specialization provides with a hands-on approach to collect, organize, analyze, and evaluate economic data.

Students pursuing a B.A. in Liberal Arts Studies with a major in Applied Economics choose one additional Liberal Arts major concentration (45 quarter hours) and additional Liberal Arts elective courses for a total of 180 quarter hours. The Applied Economics major with a Quantitative Economics specialization may complement a Liberal Arts major concentration in Mathematics, Psychology, or Science. The Applied Economics major with a World Economics specialization may complement a Liberal Arts major concentration in Anthropology, Art, Social Science or Multicultural Studies.

**Applied Economics Core**
- LAS125 Consumer Economics OR 5
- LAS130 Internet for Economics 5
- LAS250 Macroeconomics 5
- LAS255 Microeconomics 5
- LAS257 History of Economic Thought 5
- LAS410 Internship in Applied Economics 5

**World Economics Specialization**
- LAS253 Urban Economics 5
- LAS315 World Economics 5
- LAS340 Economic Issues in a Global Perspective 5
- LAS445 Evolution of the American Economy 5

**Quantitative Economics Specialization**
- 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**
- LAS311 Racial and Ethnic History and Culture 5

**Social Science**

The Social Science Department offers courses in Anthropology, Economics, History, Political Science and Sociology.

**Social Science Major Requirements**
- Social science general education and elective courses (at least 25 should be upper level) 45

**Social Science Minor Requirements**
- Social science general education and elective courses (at least 15 should be upper level) 30

**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**
- 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
- LAS342 Folklore 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
A minimum of 15 quarter hours must be upper level hours (300-400 level), and a minimum of 15 quarter hours must be taken at National-Louis University.

### Sociology

<table>
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<tr>
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<th>Course Title</th>
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<tbody>
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<td>Introduction to Sociology</td>
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<tr>
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<td>LAS311</td>
<td>Racial and Ethnic History and Culture</td>
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<tr>
<td>LAS313</td>
<td>The Metropolitan Community</td>
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<td>LAS330</td>
<td>Cultural Influences in the Workplace</td>
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<td>LAS405</td>
<td>Social Problems</td>
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<td>LAS420</td>
<td>Social Theory</td>
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<tr>
<td>INT315</td>
<td>Women in Society</td>
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<tr>
<td>INT420</td>
<td>Dynamics of Significant Relationships</td>
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<tr>
<td>LAS490</td>
<td>Social Science Independent Study: Sociology</td>
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### Sociology/Anthropology

(Choose a minimum of three courses in Anthropology)

<table>
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<th>Course Title</th>
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<td>Contemporary World Cultures</td>
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<td>Sub-Saharan African Cultures</td>
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<td>LAS304</td>
<td>Middle and South American Cultures</td>
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<td>LAS340</td>
<td>Native Americans</td>
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<td>LAS341</td>
<td>Comparative Ethnographies</td>
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<td>Folklore</td>
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(Choose a minimum of three courses in Sociology)

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<td>LAS306</td>
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<td>LAS311</td>
<td>Racial and Ethnic History and Culture</td>
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<td>LAS313</td>
<td>The Metropolitan Community</td>
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<td>LAS330</td>
<td>Cultural Influences in the Workplace</td>
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<td>Social Problems</td>
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<td>Social Theory</td>
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<td>INT315</td>
<td>Women in Society</td>
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<td>INT420</td>
<td>Dynamics of Significant Relationships</td>
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<td>LAS490</td>
<td>Social Science Independent Study: Sociology</td>
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<tr>
<td>LAS495</td>
<td>Social Science Special Topics: Sociology</td>
<td>5</td>
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</tbody>
</table>
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. Application fee (nonrefundable).
3. Official transcripts from all institutions attended or a transcript showing completion of a master’s degree. Completion of a bachelor’s degree from an accredited institution 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 may be required.
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 Department of Applied Language (DAL) Assessment 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 four course review 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

Admitted

Students who meet all admission criteria without qualification are granted an admitted status. Only admitted students are eligible for graduate degrees. If the grade point average of an admitted student 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.

Admitted with Four-Course Review Status

Students who are low in one or more admission criteria, but who evidence potential for successful graduate work, are admitted with four-course review status 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 student admitted with four-course review status 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. Theses courses may not be extension courses, workshops, transfer credits, 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 review period, the student will gain good academic standing. If the GPA falls below 3.0 at the end of the review 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.

Ordinarily, 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 2007 with classes beginning in Summer 2008. All application documents must be received in the Office of Graduate Admission by December 1, 2007.

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: 66 SH

**Summer/Year 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<td>Introduction to the Adult Education Doctoral Program</td>
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<td>ACE601</td>
<td>Advanced Seminar: Critical Reflection and Critical Thinking</td>
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<td>ACE602</td>
<td>Life History and Adult Education</td>
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**Fall/Year 1**

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<td>Advanced Adult Development and Learning</td>
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<td>ACE604</td>
<td>Adult Education: Core Concepts and Processes</td>
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**Spring/Year 1**

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<td>ACE620</td>
<td>Understanding Adult Education Practice</td>
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<td>Reflective Practice Seminar II</td>
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<td>Research: Literature Review Seminar</td>
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<td>ACE655</td>
<td>Philosophy of Adult Education</td>
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<td>ACE605C</td>
<td>Reflective Practice Seminar III</td>
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<td>ACE661</td>
<td>Educating in a Social and Political Context</td>
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<td>ACE605D</td>
<td>Reflective Practice Seminar IV</td>
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<td>ACE670</td>
<td>Research: Advanced Data Collection and Analysis</td>
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<td>ACE605E</td>
<td>Reflective Practice Seminar V</td>
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**Fall/Year 3**

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<td>ACE699B</td>
<td>Dissertation: Critical Engagement Project II</td>
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Community College Leadership Doctoral Program (Ed.D.)

The Community College Leadership Doctoral Program is part of both the Adult, Continuing and Literacy Education department of College of Arts and Sciences, and the Educational Foundations and Inquiry Department of National College of Education.

The Doctoral Program focuses on habits of mind, as well as operational knowledge, required of community college leaders. With regard to its focus on leadership, the program takes as its primary concern the study of how leaders lead and in particular how they become critically reflective practitioners.

The Program is designed for people working in community colleges who aspire to be a faculty leader, department chair, program director and coordinator, dean, vice-president and president. Its unique delivery system integrates academic study with practice and gives students the benefits of collaborative resources without interrupting their personal and employment obligations.

The Program is three years in length including an integrated dissertation process in a diverse cohort of approximately 15-20 learners. Coursework is offered over the initial two years and six months of the Program. Students participate in regularly scheduled class sessions; day and time designed to meet the needs of each cohort and two summer sessions (two weeks each summer). Guided study over the internet supports coursework. A dissertation clinic with faculty consultation is required to facilitate the completion of both the course work and dissertation within three years.

Admission Process

An annual admission cycle begins in April each year. Review of completed applications will begin on April 1 and will continue until the fall cohort is filled with qualified candidates. Notification of admissions will begin July 1. Candidates must have a master’s degree, experience in a higher educational institution (with a preference for three to five years as faculty or in a leadership role in a community college), and demonstrated skills in communication and writing consistent with doctoral study. Admission to the CCL doctoral program is highly competitive.

The application for admission includes the following:

- Completed application and non-refundable application fee.
- An official transcript showing completion of a Master’s degree from a regionally accredited institution. Completion of a bachelor’s degree must be verified.
- Three letters of recommendation.
- Professional resume.
- Personal statement describing the applicant’s expectations of the program and core beliefs regarding the role of leaders within the community college.
- A writing assignment involving a critical commentary on an article related to the community college.
- A faculty interview.

Courses are listed in their usual sequence, but the sequence can be adapted to the needs of a particular cohort. All the courses listed here are required.

Course Requirements: 65 SH

<table>
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<tr>
<th>Term</th>
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<th>Course Title</th>
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<td>Fall - Year 1/Term I</td>
<td>CCL600 Introductory Seminar on the Community College System</td>
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<td>CCL601 History &amp; Philosophy of Community College Education</td>
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<td>CCL602 Socio-cultural Contexts of the Community College</td>
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<td>Winter - Year 1/Term II</td>
<td>CCL603 Globalization and the Community College</td>
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<td>CCL633 Technology in the Community College</td>
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<td>Spring - Year 1/Term III</td>
<td>CCL610 Paradigms of Research: Multiple Ways of Knowing</td>
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<td>CCL621 Adult Development and Learning for the Community College</td>
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<td>Summer - Year 1/Term IV</td>
<td>CCL615 Research: Dissertation Concept Paper</td>
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<td>Fall – Year 2/Term V</td>
<td>CCL605 Organizational Theory and the Community College</td>
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<td>CCL620 Literature Review Seminar</td>
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<td>CCL622 Human Resource Development for the Community College</td>
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<td>CCL623 Politics, Policy, and Law: Community College Issues</td>
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<td>Spring – Year 2/Term VII</td>
<td>CCL625 Research Methodologies</td>
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<td>CCL626 Community College Leadership and Governance</td>
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<td>Summer – Year 2/Term VIII</td>
<td>CCL627 Community College Finance</td>
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<td>CCL628 Strategic Planning and Management in the Community College</td>
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<td>Fall – Year 3/Term IX</td>
<td>CCL630 Research: Advanced Data Collection and Analysis</td>
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<td>CCL631 Accountability, Evaluation, and Outcome Assessment</td>
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<td>Winter – Year 3/Term X</td>
<td>CCL632 Student Affairs and Student Services in the</td>
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Master of Education Program in ACLE (M.Ed.)

The Adult, Continuing, and Literacy Education Department offers a Master of Education in Adult, Continuing, and Literacy Education with concentrations in Adult Education Leadership and Adult Literacy. The concentrations are offered in both an online format and in a blended format that combines classroom with online instruction (a certain number of face-to-face classes are required). Additionally, for those who already have a Master’s degree in another discipline, professional certificates in Adult Education Administration, Adult Education Facilitating Learning, or Adult Literacy are available.

Admission Process

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

Admissions to the Adult, Continuing and Literacy Education Masters Program require that the following documents be on file with the NLU Admissions Office:

- Completed application and non-refundable application fee
- Official transcripts from all institutions attended, or a transcript showing completion of a master’s degree
- If the undergraduate or graduate grade point average (GPA) falls below 3.0 a letter of explanation regarding mitigating circumstances must be included
- A list of three academic or professional references
- Personal written statement describing the applicant’s reason for seeking admission to the ACLE program
- A critical, written response to a provided text in adult, continuing, and literacy education
- Standard graduate admission requirements (see pp 114-115)
- After receipt and review of all documents by the graduate school, qualified candidates may be contacted for an interview with faculty to determine recommendation to the program

Recommendations of the ACLE Admissions Committee are communicated to the ACLE Program Director for appropriate action. Applicants will be notified in writing regarding their admission status.

Course Requirements 37 SH

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
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<td>ACL501</td>
<td>History and Philosophy of Adult &amp; Literacy Ed.</td>
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<td>ACL503</td>
<td>Adult Development and Learning</td>
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<td>II</td>
<td>ACL535</td>
<td>Training and Adult Education in the Workplace</td>
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<td>ACL533</td>
<td>Technology for Adult &amp; Literacy Ed.</td>
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<td>III</td>
<td>ACL510</td>
<td>Instructional Communications</td>
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<td>ACL522</td>
<td>Social, Cultural &amp; Political Context in Adult &amp; Literacy Ed.</td>
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<td>ACL546</td>
<td>Research Methodologies in Adult &amp; Literacy Ed.</td>
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<td>ACL530</td>
<td>Contemporary Issues in Adult &amp; Continuing Ed.</td>
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<td>ACL516</td>
<td>Program Planning and Administration</td>
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<td>ACL599C</td>
<td>Inquiry in Adult &amp; Continuing Ed.</td>
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<td>ACL593</td>
<td>Integrative Seminar in Adult &amp; Continuing Ed.</td>
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<td>ACL590</td>
<td>Internship in Adult &amp; Continuing Ed.</td>
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* This course sequence remains the same in the online version of the program.
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

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<tr>
<td>ACL561RW Making the Reading/Writing Connection</td>
<td>3</td>
</tr>
<tr>
<td>ACL553   Technology for Adult &amp; Literacy Ed.</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term III</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACL560RW Theoretical Found. of Reading/Writing at the Post. Level</td>
<td>3</td>
</tr>
<tr>
<td>ACL522   Social, Cultural &amp; Political Context in Adult &amp; Literacy Ed.</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term IV</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACL546   Research Methodologies in Adult &amp; Literacy Ed.</td>
<td>3</td>
</tr>
<tr>
<td>ACL562RW Strategies for Teaching Reading &amp; Writing at the Post. Level</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term V</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACL516   Program Planning and Administration</td>
<td>3</td>
</tr>
<tr>
<td>ACL563RW Analysis &amp; Assess of Read/Write at the Postsecondary Level</td>
<td>3</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 worldwide-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.
Admission Process

Applicants to the ACLE Certificate Programs are required to follow the same admission process as the ACLE M.Ed. Program (listed on page 118).

The course sequences are as follows:

**Course Requirements – Adult Education Administration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACL540</td>
<td>Introduction to Adult and Literacy Education</td>
<td>1</td>
</tr>
<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>
</tr>
<tr>
<td>ACL516</td>
<td>Program Planning and Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>3</td>
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</tbody>
</table>

**Course Requirements – Adult Education Facilitating Adult Learning**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
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</thead>
<tbody>
<tr>
<td>ACL540</td>
<td>Introduction to Adult and Literacy Education</td>
<td>1</td>
</tr>
<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>
</tr>
<tr>
<td>ACL510</td>
<td>Instructional Communications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>3</td>
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</tbody>
</table>

**Course Requirements – Adult Literacy**

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

**Internships**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACL591RW</td>
<td>Internship in Reading and Writing at the Postsecondary Level I</td>
<td>2</td>
</tr>
<tr>
<td>ACL592RW</td>
<td>Internship in Reading and Writing at the Postsecondary Level II</td>
<td>2</td>
</tr>
<tr>
<td>ACL593RW</td>
<td>Internship in Reading and Writing at the Postsecondary Level III</td>
<td>2</td>
</tr>
</tbody>
</table>

**Applied Language**

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 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.

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.

**ESL - English as a Second Language Courses**

The ESL 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>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL403</td>
<td>Reading and Writing for Graduate Students</td>
<td>3</td>
</tr>
<tr>
<td>APL490</td>
<td>Independent Study in ESL</td>
<td>1-3</td>
</tr>
<tr>
<td>APL495</td>
<td>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. The workshops may not be used toward the state ESL or bilingual approvals, but may be used as elective credit for the ESL/Bilingual concentration in Curriculum and Instruction.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>Foreign Language</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>APL490</td>
<td>1-3</td>
</tr>
<tr>
<td>APL495</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Counseling and Human Services

M.S. in Counseling

The Counseling and Human Services Department offers a graduate program in Counseling with either a Community or a School option.

The Masters degree in Counseling with a Community option addresses the methods and skills needed to work in a variety of clinical settings. Classes are designed both to develop skills of prospective counselors and refine the skills of current professionals. The program curricula emphasize an eclectic approach to working with individuals and families, integrated care for the whole person, client empowerment, and accountability to the community.

The Master of Science in Counseling degree with a Community option requires 51 semester hours credit and is designed to meet the educational requirements of students to sit for the National Counselor Exam and apply for the Licensed Professional Counselor (LPC) license in the State of Illinois. With an additional two years of post-Masters supervised clinical experience, students are eligible to apply for the Licensed Clinical Professional Counselor (LCPC) license in the State of Illinois.

The state of Illinois published new rules in 2004 which allow non-teachers to become school counselors if they have a Masters degree in counseling plus:

1. Have completed, as part of an approved school counseling 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.
2. Complete a 100-hour practicum and 600-hour supervised internship that is part of an approved program;
3. Pass the Type 73 School Guidance content exam.

Non-teachers must complete the 51-hour School Counseling Masters degree plus three additional courses in the College of Education in order to meet the ISBE requirements.

M.S. in Counseling with a School Option

The Counseling program with a School option in the Department of Counseling and Human Services has been approved by the Illinois State Board of Education and prepares students to apply for the Type 73 School Guidance Certificate. This 51-hour Masters degree includes all the courses required by the Illinois State Board of Education for certified teachers. To be admitted into this program, all applicants must present evidence of having passed the Illinois State Basic Skills Test administered by the Illinois State Board of Education.

The State of Illinois published new rules in 2004 which allow non-teachers to become school counselors if they have a Masters degree in counseling plus:

Department Requirements

Admission

Admission to the degrees and certificates in the Counseling and Human Services Department is based on the following submitted materials: transcripts from all institutions ever attended or Graduate transcripts for those applicants who already hold a masters degree, the
results of the Watson Glaser Test (or equivalent graduate exam score); three letters of recommendation, and an admission interview with a faculty member. Persons who have previously earned a graduate degree from an accredited institution do not need to take the Watson Glaser Test. All applicants are screened for suitability in this program. After all materials have been evaluated, a determination will be made regarding the applicant’s acceptance into the program. Students admitted with a four course review status into the School or Community Counseling programs are required to contact the Center for Academic Development for evaluation of and assistance with the skills needed to perform graduate-level work. Admission to the appropriate graduate program is required before starting in the cohort sequence.

Advisor Approval

All students are admitted into a cohort and assigned an advisor. Students are at all times responsible for obtaining advisor approval of any changes to their program of study. If a student withdraws from a cohort, they are responsible for contacting the Campus Coordinator where their cohort was located in order to be assigned a new advisor and arrange a new schedule of courses. Students are referred to the Counseling and Human Services Graduate Student Handbook, available at the department website, for further clarification of policies, expectations, and requirements in each program of study.

Professional Responsibility in Counseling and Human Services Work

In addition to the usual academic expectations, the faculty of the Department of Counseling and Human Services emphasizes that student success also means demonstrating responsible and ethical behavior towards self and others. Each student pursuing Counseling and Human Service study is expected to subscribe to the Counseling and 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 Counseling and Human Services Student Minimum Performance Criteria as published in the Counseling and Human Services Student Handbook Appendix.

Counseling and Human Services Student Minimum Performance Criteria

It is the responsibility of the Counseling and 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 Counseling and Human Services students at all times. The Counseling and 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 any areas of concern and discuss methods of improvement. In addition to specific course criteria, each Counseling student is expected to:

- Follow policies and procedures and supervisory directions of the Counseling and Human Services program and field placement agencies.
- Earn at least a “B” grade in all academic coursework. (Students receiving a “C” grade in any class must stop their program sequence and retake the class. Only two retakes are allowed during the entire program. A class can only be retaken once. Earning a “D” grade or lower in a course will lead to automatic dismissal from any Counseling and Human Services graduate 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.

Even though students are admitted to the school or community counseling program, they must be approved to continue into the clinical portion of the program, practicum and internship. To be admitted to the clinical portion, they must have both the required academic grades and the support of the faculty. Instructors in every class prior to the practicum experience will complete a Student Performance Evaluation form on each student. The student’s advisor will review these forms to determine whether or not the student will be allowed to continue, if a remediation plan needs to be developed and completed before the student is placed, or if the student will be dropped from the program. Students will find more detailed information about admission into the clinical portion of their Masters Degree program by reviewing the Graduate Student Handbook on the department website.

Transfer Credit

For students seeking counselor licensure, only courses from CACREP accredited Universities may be accepted for transfer into the 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 Counseling and Human Services 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 Counseling and Human Services Graduate Student Handbook. This material can be found on National-Louis University’s website.

The Practicum and Internship Experience

Both the School Counseling Program and the Community Counseling Program require students to complete a 100-hour practicum and a 600-hour internship. Practicum is an intensely supervised placement which involves taping and analyzing individual counseling sessions with students and/or clients. Internship broadens the placement experience to include leading groups, developing case studies, and writing a consultation paper. During their practicum and internship experiences, all students are covered by malpractice insurance provided by the University.

The goals of the practicum and internship are:

1. To provide students with experience upon which to build their professional careers.
2. To provide students with an arena in which to apply counseling theories and techniques.
3. To provide students with an opportunity to discover and refine their professional strengths and weaknesses.
4. To broaden the student’s concepts of counseling in schools and agencies, and to provide experiences that will expand the student’s understanding of human behavior and organization functions.
5. To enable the student to develop an ability to think critically and analyze his/her own skills and techniques.
6. To help the student grow in his/her own level of self-awareness.
7. To provide the University with a practical setting for evaluating the student’s performance.
8. To establish and enhance communication between agencies and the University.
9. To offer practitioners an opportunity to cooperate with and serve the profession through the preparation of professionals.

Students will begin working with their advisor or internship supervisor one year prior to practicum to obtain an appropriate placement. In addition to receiving one-hour-per-week of supervision at their site, students will attend a weekly supervision class at the university. Students should see the Counseling and Human Services Internship Handbooks, available at the department website, for further details.

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 Counseling and Human Services 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.

M.S. in Counseling, Community Option

Course Requirements 51 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC501</td>
<td>Fundamentals of Counseling in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSC510</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC511</td>
<td>Professional Practice and Ethics 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>LAP506</td>
<td>Advanced Human Development</td>
<td>3</td>
</tr>
<tr>
<td>HSC505</td>
<td>Clinical Assessment and Diagnosis</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>HSC503</td>
<td>Counseling and Human Development in a Multicultural Society</td>
<td>3</td>
</tr>
<tr>
<td>LAP501</td>
<td>Introduction to Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>HSC504</td>
<td>Clinical Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC514</td>
<td>Counseling for Career Development</td>
<td>3</td>
</tr>
<tr>
<td>HSM508</td>
<td>Research and Evaluation Methodology</td>
<td>3</td>
</tr>
<tr>
<td>HSS534</td>
<td>Perspectives on Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC524</td>
<td>Introduction to Community Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC533</td>
<td>Counseling Practicum</td>
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</tr>
<tr>
<td>HSC581</td>
<td>Internship I</td>
<td>3</td>
</tr>
<tr>
<td>HSC582</td>
<td>Internship II</td>
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M.S. in Counseling, School Option

Course Requirements 51 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HSC501</td>
<td>Fundamentals of Counseling in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSC510</td>
<td>Theories of Counseling</td>
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</tr>
<tr>
<td>HSC511</td>
<td>Professional Practice and Ethics in Human Services</td>
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<td>HSC512</td>
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<td>Introduction to Theory and Practice of Family Therapy</td>
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<td>HSC503</td>
<td>Counseling and Human Development in a Multicultural Society</td>
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</tr>
<tr>
<td>LAP501</td>
<td>Introduction to Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>HSC504</td>
<td>Clinical Techniques of Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>
Students in the School Counseling Masters Degree who do not have current Illinois Teaching Certification are required to take the following three additional courses in the National College of Education to complete Illinois State requirements for Type 73 certification:

- EPS539 Cognitive Behavioral Interventions in Schools 2
- EPS509 Structure and Organization of the Educational System 2
- SPE500 Introduction to Exceptional Children and Adolescents/Special Education 3

School Counseling Certification

Coursework leading to School Counseling Certification is provided for counselors who already have a Masters Degree in Counseling and wish to become school counselors. Students applying for the school counseling certificate must present evidence of having passed the Illinois Basic Skills Test. The following courses are required to meet ISBE standards:

**Course Requirements**

For teachers with a current, valid Illinois teaching certificate:

- HSC534 School Counseling: Theory, Issues, and Practice 3
- HSC533 Counseling Practicum 3
- HSC581 Internship I 3
- HSC582 Internship II 3

For Non-Teachers:

- EPS539 Cognitive Behavioral Interventions in Schools 2
- EPS509 Structure and Organization of the Educational System 2
- LAP506 Advanced Human Development or equivalent 3
- SPE500 Introduction to Exceptional Children and Adolescents/Special Education 3
- HSC534 School Counseling: Theory, Issues, and Practice 3
- HSC533 Counseling Practicum 3
- HSC581 Internship I 3
- HSC582 Internship II 3

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

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.

Written Communication M.S. degree requirements 33 SH

Course Requirements 9-12 SH

LAE500 Advanced Expository Writing 3
LAE510 Rhetorical Theory: History and Practice 3
LAE599 Thesis Project 3-6

Elective Courses 12-24 SH

LAE416 Women’s Lives into Literature 3
LAE450 Fundamentals of Journalism 3
LAE460 Editing and Publishing the Small Journal 3
LAE461 Writing Promotional and Advertising Copy 3
LAE465 Creative Writing: Humor 3
LAE492A,B,C Methods of Research for Writers I, II, III 1-3
LAE501 Writing from Reading: Research, Reports and Summaries 3
LAE502 Creative Writing: Fiction 3
LAE503 Creative Writing: Poetry 3
LAE504 Creative Writing: Children’s Books 3
LAE506 Writing and Reading Oral History 3
LAE512A,B,C The Professional Writer: Markets, Methods, Materials (I, II, III) 1-3
LAE515 Feature Writing 3
LAE516 Screenwriting 3
LAE517 Technical Writing 3
LAE518 Narrative Forms 3
LAE520 Teaching Freshman English Composition 3
LAE592 Practicum/Internship in Teaching English Courses to Undergraduates 3
LAE594 Independent Study (more than one is possible) 1-3
Special Topic (more than one is possible) 1-3

* Students are strongly urged to take either LAE492 or LAE501

Elective courses transferred from other programs OR departments at NLU 0-6
Elective courses transferred from other institutions 0-6
Credit by Proficiency 0-6
Maximum total Proficiency and/or transfer hours 12

Certificate in Corporate Written Communication

This professional writing program focuses on courses which will enhance communication skills at the workplace. The Certificate in Corporate Written Communication is comprised of three graduate courses selected from an existing menu of courses already offered as part of the Master of Science in Written Communication Degree. The three-course sequence can serve as a gateway to the Master’s Degree, since graduate students are allowed to take three courses before declaring themselves as part of the Master’s Degree Program. The entrance requirements for the Certificate are the same as the entrance requirements for the Master’s in Written Communication. If they choose to continue beyond the Certificate, students may do so seamlessly, without any additional testing or application requirements.

Certificate in Corporate Written Communication requirements 9 SH

Course Requirements 6 SH

LAE500 Advanced Expository Writing 3
LAE450 Fundamentals of Journalism 3

Elective Courses 3 SH

LAE461 Writing Promotional & Advertising Copy 3
LAE501 Writing from Reading 3
LAE517 Technical Writing 3
LAE495 Special Topic: Desktop Publishing 3
LAE495 Special Topic: Public Relations: The Writer’s Role 3
LAE460 Editing & Publishing Small Journals & Newsletters 3
LAE515 Feature Writing 3

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.

Admission Requirements for the Master of Health Services Administration (M.H.A.) Program

1. A completed application (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.
4. A Baccalaureate Degree from an accredited institution with a 3.0 or better grade point average (based on a 4.0 scale).
5. 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.
6. An official transcript of scores from the Criterion On-line Writing Assessment. Scores from other appropriate standardized graduate level exam (GRE, for example) taken within the prior five years will be considered. This requirement is waived for an applicant who has earned a graduate degree from an accredited institution.
7. At least three years of full-time employment in a health care related organization in a leadership role. Employment history should be documented in a complete professional resume.
8. Current employment in a health care related organization.
9. A written statement of academic and professional goals.
10. Admission interview with a faculty advisor may be required.

Course Requirements 37 SH

Term I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHA500</td>
<td>Introduction to Health Services Administration</td>
<td>1</td>
</tr>
<tr>
<td>MHA510</td>
<td>Origins of Health Care Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>MHA511</td>
<td>Health Care Policies and Trends</td>
<td>3</td>
</tr>
<tr>
<td>MHA512</td>
<td>Health Care Management</td>
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Term II

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MHA520</td>
<td>Patient Care Operations</td>
<td>3</td>
</tr>
<tr>
<td>MHA521</td>
<td>Managerial Accounting in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>MHA522</td>
<td>Health Care Business Operations</td>
<td>3</td>
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Term III

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MHA530</td>
<td>Health Care Economics and Finance</td>
<td>3</td>
</tr>
<tr>
<td>MHA531</td>
<td>Health Care Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MHA532</td>
<td>Human Resources in Health Care</td>
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Term IV

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>MHA540</td>
<td>Marketing Health Care</td>
<td>3</td>
</tr>
<tr>
<td>MHA541</td>
<td>Strategic Management in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>MHA550</td>
<td>Colloquium in Health Services Administration</td>
<td>3</td>
</tr>
</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. (At the present time, the M.A. in Psychology is only offered as a cohort model.)

LAP511 Infancy 3
LAP542 Later Adulthood and Aging 3
LAP508 Interpersonal Development 3
LAP505 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
LAP507 Theories of Cognitive Psychology 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
LAP548 Ethics and Legal Issues in Psychology 2
LAP590A Internship 1
LAP591 Internship Supervision 1

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. (At the present time, the M.A. in Psychology is only offered as a cohort model.)

LAP550 Advanced Industrial Psychology 3
LAP543 Advanced Interpersonal Relations 3
LAP507 Theories of Cognitive Psychology 3
MGT519 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. (At the present time, the M.A. in Psychology is only offered as a cohort model.)

LAP511 Infancy 3
LAP542 Later Adulthood and Aging 3
LAP508 Interpersonal Development 3
LAP505 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
LAP507 Theories of Cognitive Psychology 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
Graduate Programs

**LAP520 Biological Bases of Behavior** 3
**LAP530 Health Psychology** 3
**LAP545 Pain Management** 3
**LAP535 Psychopharmacology** 3
**LAP547 Substance Abuse** 2
**LAP548 Ethics and Legal Issues in Psychology** 2
**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** 3
**LAP507 Theories of Cognitive Psychology** 3
**LAP590A Internship I** 1
**LAP590B Internship II** 1
**LAP591 Internship Supervision** 1

Total minimum hours 36

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**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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LAP501 Introduction to Psychological Assessment</td>
<td>3</td>
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<tr>
<td>LAP505 Advanced Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LAP506 Advanced Human Development</td>
<td>3</td>
</tr>
<tr>
<td>LAP510 Advanced Personality Theory</td>
<td>3</td>
</tr>
<tr>
<td>LAP509 Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LAP507 Theories of Cognitive Psychology</td>
<td>3</td>
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</tbody>
</table>

Electives at graduate level to be selected in consultation with program advisor. 3

**Psychology: Health** 12 SH

**Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LAP520 Biological Bases of Behavior</td>
<td>3</td>
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<tr>
<td>LAP530 Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LAP535 Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>LAP545 Pain Management</td>
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**Psychology: Human Development** 12 SH

**Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LAP542 Later Adulthood and Aging</td>
<td>3</td>
</tr>
<tr>
<td>LAP507 Theories of Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LAP518 Child and Adolescent Development</td>
<td>3</td>
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<tr>
<td>LAP508 Interpersonal Development</td>
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**Psychology: Organizational** 12 SH

**Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LAP509 Advanced Social Psychology</td>
<td>3</td>
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<tr>
<td>LAP550 Advanced Industrial Psychology</td>
<td>3</td>
</tr>
<tr>
<td>INT519 Principles and Methods of Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGT542 Leadership Theory and Practice</td>
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</table>

**Psychological Assessment** 12 SH

**Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>LAP501 Introduction to Psychological Assessment</td>
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<td>LAP502 Psychological Assessment II – Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>LAP503 Psychological Assessment III – Personality</td>
<td>3</td>
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<tr>
<td>LAP509 Advanced Social Psychology</td>
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</tbody>
</table>

**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** 36 SH

**Core Course Requirements** 15 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LAP501 Introduction to Psychological Assessment</td>
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<tr>
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<td>3</td>
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<tr>
<td>LAP506 Advanced Human Development</td>
<td>3</td>
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<tr>
<td>LAP510 Advanced Personality Theory</td>
<td>3</td>
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<tr>
<td>LAP509 Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LAP507 Theories of Cognitive Psychology</td>
<td>3</td>
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</table>

**Required Research Components** 8 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>INT512A Research Design and Methodology</td>
<td>3</td>
</tr>
<tr>
<td>LAP517 Psychological Statistics, Design and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>LAP599 Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>
CONCENTRATIONS (students choose only one for the degree)

Health Psychology 13 SH
LAP520 Biological Bases of Behavior 3
LAP530 Health Psychology 3
LAP535 Psychopharmacology 3
LAP547 Substance Abuse 2
LAP548 Ethics and Legal Issues in Psychology 2

Human Development 13 SH
LAP507 Theories of Cognitive Psychology 3
LAP518 Child and Adolescent Psychology 3
LAP542 Later Adulthood and Aging 3
LAP547 Substance Abuse 2
LAP548 Ethics and Legal Issues in Psychology 2

Organizational Psychology 13 SH
INT519 Principles and Methods of Group Communication 3
LAP550 Advanced Industrial Psychology 3
MGT542 Leadership Theory and Practice 3
LAP547 Substance Abuse 2
LAP548 Ethics and Legal Issues in Psychology 2

Counseling Studies for Psychology Students
See Human Services Professional Graduate Certificate Programs

Social Science

Master of Arts in Public Policy (M.A.)

The Master of Arts in Public Policy program provides training in public policy as preparation for and advancement in careers in local, regional, state, and federal government, not-for-profit organizations and the private sector. The applied nature of the curriculum is concerned with providing, through its interdisciplinary nature, the knowledge, skills and perspectives necessary to effectively engage in the public policy process and shape the future.

Professionals in these fields lead efforts to plan for change. They are involved in analysis, preparation of recommendations, and implementation of policies and programs that affect public services and the quality of community life. These professionals also assume responsibility for planning, policy, and management in community and regional development, natural resources, economic development, land use, transportation, and law enforcement.

Department Admission Requirements:

In addition to the College of Arts and Sciences requirements, the Department also requires a resume or curriculum vitae, an interview with a faculty advisor and an official transcript of scores from the Graduate Record Examination (GRE), the Graduate Management Admission Test (GMAT), or another appropriate standardized test taken within the prior five years.

Program Requirements 36 SH

Core Courses 12 SH
LAS500 Foundations of Public Policy 3
LAS505 Urban Policy Development 3
LAS510 Social Inequality and Public Policy 3
LAS515 Leadership and Organizational Change 3

Methods Courses 6 SH
LAS565 Research Design and Methodology 3
LAS570 Policy Data Analysis and Planning 3

Substantive Courses (five of the following) 15 SH
LAS520 Comparative Public Policy 3
LAS525 Community Development Planning and Policy 3
LAS530 Immigration Policy 3
MHA511 Health Care Policies and Trends 3
LAS535 Education and Public Policy 3
LAS540 Bureaucracy and Policymaking 3
LAS545 Technology and Public Policy 3
LAS550 Public Policy and the Environment 3
LAS555 The Politics of Policymaking 3
LAS560 Advanced Public Finance 3
LAS590 Public Policy Internship 3

Completion Requirement (One of the following) 3 SH
LAS593 Public Policy Seminar 3
LAS599 Master Thesis 3
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. APL2XX) are codes for department or discipline. The fourth character (i.e. APL2XX) 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-, CCL)
ACE-Adult Continuing Education
ACL-Adult, Continuing, and Literacy Education
CCL-Community College Leadership

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

English (LAE)

Fine Arts (LAA, LAT, LAU)
LAA-Art
LAU-Music
LAT-Theatre

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

Human Services (HS-)
HSC-Core/Counseling
HSE-Employee Assistance Program
HSM-Multiple Program
HSS-Substance Abuse

Interdisciplinary Studies (INT)

Mathematics (LAM)

Philosophy (LAH)

Psychology (LAP)

Science (LAN)

Social Science (LAS)

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 connections between doctoral coursework and students' specific practices and provides opportunities for students to reflect on their development as adult learners and their synthesis and integration of adult educational knowledge. During this seminar students will engage in a continual exploration of the three CEP questions. 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 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

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

ACE699AX  Dissertation Continuation: Critical Engagement Project I
Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in ACE699A. 0 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

ACE699BX  Dissertation Continuation: Critical Engagement Project II
Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in ACE699B. 0 semester hours

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

ACE699CX  Dissertation Continuation: Critical Engagement Project Advisement
Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in ACE699C. 0 semester hours

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 element, using context clues, and acquiring dictionary skills. Students also begin to acquire professional terminology for their chosen academic discipline. Designed for students who want to develop their vocabulary and learn strategies for comprehending and using new words. 2-4 quarter hours

ACL200  Strategies for Effective Writing
Process oriented approach emphasizing drafting and composing, focusing on the needs of individual students. Emphasis is placed on topic selection, and emphasizing ideas with a secondary focus on grammar as needed. Student awareness of strengths and weaknesses is increased to encourage the use of self-monitoring strategies, e.g., editing, proofreading, critical thinking peer editing, and individual conferences. Designed for anyone wishing to build self-confidence in writing projects across the curriculum. Extended time option available to students needing additional contact hours. Successful completion leads to a grade of Pass (P) after one or more quarters; the "X" grade is used if progress satisfactory but further writing development is recommended. 3 quarter hours

ACL205  Communication Development
Holistic experiences incorporating academic skills, reading, writing, listening, speaking offered to baccalaureate students whose primary language is other than English, and who have demonstrated a need for further development in these areas. Instruction is given in vocabulary development, reading and analyzing prose, analytical writing and development of oral competencies needed for academic work required while earning the baccalaureate degree. Successful completion leads to a grade of Pass (P) or No Pass (N). 5 quarter hours

ACL210  Introduction to Academic Discourse
An integrated approach to the development of writing, reading, speaking and listening skills that are expected across the university curriculum. Emphasis placed on making connections between reading and writing as well as categorizing, summarizing, identifying main
ideas, and critically evaluating texts. Strategies for self-monitoring and taking responsibility for learning will be emphasized. Focus will be placed on individual writing needs including organization, grammar basics, peer review and use of university resources. Successful completion leads to a grade of Pass (P) or No Pass (N). 5 quarter hours This developmental course can only be used for elective credit. Total degree credit for developmental courses is limited to 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 This developmental course can only be used for elective credit. Total degree credit for developmental courses is limited to 5 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 underlying 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 the opportunity to integrate and synthesize learning from all coursework in the program. Students collaborate with the faculty in the development of the course. Emphasis is placed on critical reflection and deepening understanding of self, community, work and the field of adult education. Prerequisite(s): Completion of all core courses in the Masters degree program or the consent of the advisor. 3 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

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
COURSE DESCRIPTIONS

ACL599X  Thesis Continuation
Continuous registration required until thesis is complete. Prerequisite(s): Masters standing, consent of instructor, and prior registration for the required number of hours in ACL599. 0 semester hours

CCL-Community College Leadership

CCL600  Introductory Seminar on the Community College System
The course is designed to introduce the student to and/or provide the opportunity to reflect upon higher education as: the location of your educational experiences; the environment in which you participate in professional practice; an organizational entity; the subject of scholarly research; and an economic, social, cultural, and political institution within American society. The course acquaints graduate students with the study of the community college higher education system as an interdisciplinary field of study that bridges practice, theory, and empirical and other forms of research. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 1 semester hour

CCL601  History and Philosophy of Community College Education
This course is designed as an introductory overview of the historical antecedents and development of Community Colleges and an overview and analysis of the philosophical and theoretical foundations. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL602  Sociocultural Contexts of the Community College
This course examines community colleges as complex socio-cultural settings affected by political, sociological and historical contexts. Students will integrate theoretical readings with fieldwork to analyze dynamics that influence work—programs, management, administration, mission and vision set by the Board for the college—within the institutional settings of community colleges, within families, and within communities. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL603  Globalization and the Community College
In this course, students will examine globalization, its many facets, complexities, paradoxes, and controversies, especially as these affect the mission and work of the community college. The impact of globalization on the current and future lives of community college students—on workplace mobility and the consequent instability of labor markets—will be emphasized. Students will demonstrate their personal understanding of how economic, socio-political and cultural forces of globalization might influence local communities, nation-states, multicultural and transnational societies, agencies, and organizations. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL604  Community Development Through Partnerships
Participants will learn to design, monitor, and evaluate participatory community development projects framed within the mission of the community college. Special emphasis is placed on the relationship between organizing and capacity building and the sustainable development of communities. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL605  Organizational Theory and the Community College
Examines the organization of community colleges and other institutions relative to advances in Systems, Chaos, and Complexity theory, with a special emphasis on the role of leaders in these institutions. Students will apply these varied theoretical frameworks to their own experiences of organization within the community college. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL610  Paradigms of Research: Multiple Ways of Knowing
In this course, students explore multiple theories of knowledge and research and their enactments in diverse community college contexts. Students investigate the nature and language of epistemological claims as they are created and legitimized through scientific, philosophical, historical, cultural, and personal renditions of knowledge. Students examine the implications of specific paradigms of knowledge for critiquing, conceptualizing, conducting, interpreting, and using research in their immediate settings. Critical reflections on the intersections of knowledge, power, identity and context are emphasized throughout the course. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL615  Research: Dissertation Concept Paper
An intensive immersion workshop in which students review the research elements of the dissertation process and develop a concept paper describing the project, its guiding questions, directions for the development of a literature review, and the significance of the project for practice. This concept paper will be a working draft of the dissertation proposal to be completed in subsequent semesters. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 6 semester hours

CCL620  Literature Review Seminar
This course introduces elements of critical review of literature and other resources related to doctoral research. Emphasis will be placed on critique and comparative analysis of the literature, discernment of gaps in existing research, and identifying conceptual and theoretical frameworks grounded in the work of others. Prerequisite(s): Admission to the Community College Leadership doctoral program. 3 semester hours

CCL621  Adult Development & Learning for the Community College
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. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL622 Human Resource Development for the Community College
This course provides a comprehensive overview of human resource development from its historical evolution to current methods, trends, and issues. A number of HRD functions—including training, staff development, personnel management, and the development of the college and its programs and services—will be explored. Participants will examine both the theory and practice of designing, implementing, evaluating, and managing effective HR divisions within an organization, as well as the ways HR related to other departments within the college. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL623 Politics, Policy, and Law: Community College Issues
In this course, students will examine Illinois community colleges in relation to the Community College Act, as well as general community college issues in relation to current legal, political, and economic factors that affect the American community college. Students will critically examine the basic assumptions and social forces that influence current educational policy making efforts with an emphasis on their legal, economic, and political underpinnings. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL625 Research Methodologies
Reviews and critiques different research methodologies in education. Provides opportunities to select appropriate research methodologies for diverse research projects. Students will prepare a preliminary draft of the research methodology section of their dissertation. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL626 Community College Leadership and Governance
The course is designed to actively investigate the roles of leaders and leadership within the contemporary community college setting. Attention will be given to concepts and practices endemic to administration, models for governance, administrative structure and operations, decision making and leadership. This course is intended to provide the student with theoretical and practical background on issues related to community college leadership, institutional effectiveness, and quality management. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL627 Community College Finance
This course is designed to provide non-financial managers and prospective community college leaders with a working knowledge of budget planning and management techniques and practices related to community college finance. Students are exposed to the art of building budgets, from the fundamentals of budget building to how budgets are influenced, finalized, and monitored. A background in economics is neither required for the course nor assumed by the professors. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL628 Strategic Planning and Management in the Community College
This course focuses on the theory and practice of strategic planning and strategic management in higher education. The course will cover various models and approaches to designing and conducting strategic planning. Students will be exposed to and practice using tools for strategic planning including its phases of planning, implementation, and evaluation. The course will emphasize a "big picture" systems perspective for implementation rather than merely long term planning. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of professor. 3 semester hours

CCL630 Research: Advanced Data Collection and Analysis
Reviews data collected in relation to a dissertation in progress and provides a forum for critique of preliminary analysis and further refinement of collection and analysis procedures. Prerequisite(s): Admission to the Community College Leadership doctoral program. 3 semester hours

CCL631 Accountability, Evaluation, and Outcome Assessment
This course provides an overview of the need to demonstrate the administrative and academic effectiveness of community colleges and their programs. Various tools, techniques, and approaches for assessment and evaluation are examined for the distinct areas within the institution: student outcomes, program and departmental evaluations, program certification and institutional assessment and accreditation. Students explore formal systematic and structured assessments and evaluations used to obtain performance information and data to measure the activities, characteristics, effectiveness, and efficiency of programs, departments and the institution as a whole. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of professor. 3 semester hours

CCL632 Student Affairs and Student Services in the Community College
The course provides an overview to the student affairs and student services in the community college by examining the history, purposes, & organization of the department. Student affairs functions are explored with special emphasis on admissions and registration, financial aid, records, counseling and advising, and the student activity programs. Enrollment management issues and concerns are examined along with data collection and reporting requirements for college admission, retention, progression, and promotion processes. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours
COURSE DESCRIPTIONS

CCL633  Technology in the Community College
Explores current technologies serving both programs and infrastructure--PeopleSoft and Banner, interactive video, online coursework, multimedia, and computerized instruction--in the context of best practices in Community Colleges. This course, grounded in each college’s Facility Master Plan, will evaluate the uses of technology as well as its costs and how these costs are realized within the college’s budget. Prerequisite(s): Admission to the Community College Leadership Doctoral program or permission of the professor. 3 semester hours

CCL699  Research: Dissertation Clinic
Reviews and strengthens students’ work by assessing research in progress, including methodology, literature review, data collection and analysis, and conclusions. Prerequisite(s): Admission to the Community College Leadership Doctoral program. 4 semester hours

CCL699X  Dissertation Continuation
Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCL699. 0 semester hours

Applied Language

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 or Writing Skills Development courses. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

APL110  (Foreign Language) II
This course, the second of a three-course sequence, is designed to enhance and expand skills acquired in (foreign language) I. Emphasis is on application of the language in various sociocultural situations. Instruction is delivered primarily in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: APL100 or placement. Not open to students enrolled in ESOL or Writing Skills Development courses. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

APL120  (Foreign Language) III
This course, the third in a three-course sequence, is designed to enhance and expand skills acquired in (foreign language) II. Emphasis is on application of the language in various sociocultural situations. Instruction is delivered primarily in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: APL110 or placement. Not open to students enrolled in ESOL or Writing Skills Development courses. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

APL130  First-Year Intensive (Foreign Language) I, II, and III
This intensive summer-session course combines (Foreign Language) I, II, and III. It provides students with a sound base in listening, speaking, reading, and writing in (foreign language) at the elementary level. Emphasis is on application of the language in various sociocultural situations. Instruction is delivered primarily in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: Placement or recommendation. Not open to students enrolled in ESOL or Writing Skills Development courses. Counts in the Humanities Area of General Education Requirements. 15 quarter hours

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 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 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...
APL240 (Intermediate Spanish III)
This course provides extensive reading and discussion of a wide range of genres and texts from the Spanish speaking world. It is intended for but not limited to Spanish heritage speakers. Counts in the Humanities Area of General Education Requirements. Prerequisite(s): Placement or APL240 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

APL245 Spanish Reading and Writing for Heritage Speakers
This course is designed to enhance reading and writing proficiency and confidence of heritage speakers of Spanish. It is intended for those students whose home language is Spanish, but who have had relatively little or no classroom instruction in the language. Coursework focus is on readings and individual attention to students' writing. All teaching, class discussions, readings, written work, and testing are in Spanish. Prerequisite(s): APL240 - Intermediate Spanish II, placement, or consent of the department. 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. Prerequisite(s): 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

APL305 Connecting Language, Community, and Career
Goals
This course provides non-native speakers of English with structured English language enhancement in speaking, listening, reading, and writing as they engage in multiple community projects designed according to their individual major fields of study. Prerequisite(s): Not open to native speakers of English or non-native speakers enrolled in Writing Skills Development. Assessment by DAL to ascertain English language proficiency appropriate for this course. 5 quarter hours

APL320 Spanish Grammar and Composition
This course provides Spanish grammar instruction and intensive writing practice. It is intended for but not limited to Spanish heritage speakers. Teaching, class discussions, readings, written coursework, and testing will be in Spanish. Counts in the Humanities Area of General Education Requirements. Prerequisite(s): Placement or APL240 (Intermediate Spanish III) 5 quarter hours

APL325 Introduction to Spanish Written Texts
This course provides extensive reading and discussion of a wide range of genres and texts from the Spanish speaking world. It is intended for but not limited to Spanish heritage speakers. Counts in the Humanities Area of General Education Requirements. Prerequisite(s): Placement or APL240 (Intermediate Spanish III) 5 quarter hours

APL330 Geography and Cultures of the Spanish-Speaking World
This is a survey course of Spanish, Latin America and North American Latino geography, cultures and social issues from pre-Columbian period to present. Students explore the richness and variety of the many Spanish and Latin American cultures along with the geographical, historical influences that have shaped Latin America. These serve as topics for the course work in the Spanish language. This course is intended for heritage speakers and advanced students of Spanish. All teaching, class discussions, readings, oral presentations, written work, and testing are in Spanish. Prerequisite(s): APL325 - Introduction to Spanish Written Texts; APL320 - Spanish Grammar and Composition; or consent of the department. 5 quarter hours

APL335 Spanish Phonetics and Advanced Conversation
This course combines advanced Spanish conversation with the study of the sounds of Spanish. Students explore the production of sounds and the dialectical variations in pronunciation that occur around the Spanish-speaking world. A wide array of audio/visual materials are used for listening and conversation practice including authentic off-the-air recorded television and radio broadcasts. The course is especially designed for proficient heritage speakers and advanced students of Spanish who want to continue to refine their listening and speaking skills. All teaching, class discussions, listening activities, oral presentations, written work and testing are in Spanish. Prerequisite(s): APL320 - Spanish Grammar and Composition; or consent of the department. 5 quarter hours

APL400 Situational Language Use for Professional Advancement
This course will examine language use in different situations. It will explore appropriate and inappropriate language in a number of social and professional contexts. Topics include the differences between formal and informal language, attitudes toward language use, the use of slang and jargon, and language functions. Prerequisite(s): Not open to native speakers of English or non-native speakers enrolled in Writing Skills Development. Assessment by DAL to ascertain English language proficiency appropriate for this course. 5 quarter hours or 3 semester hours

APL410 Spanish for Specific Purposes
This course focuses on advanced and specialized Spanish in terms of vocabulary and formal registers. Students explore the language of professional settings such as business, administrative, legal, health care and social studies careers. The course is intended for advanced students or heritage speakers of Spanish. All teaching, class discussions, readings, oral presentations, written work and testing are in Spanish. Prerequisite(s): APL325 - Introduction to Spanish Written Texts; APL320 - Spanish Grammar and Composition; or consent of the department. 5 quarter hours

APL415 Spanish Translation and Editing Skills
This course provides intensive practice in translating texts from English into Spanish primarily, and from Spanish into English. Students refine their skills in manipulating the Spanish language and gain insight into how to identify, analyze and resolve translation problems. They also practice editing skills in Spanish. Text selection includes a wide range of topics, such as business, finance, health and social issues. The course is
intended for heritage speakers and advanced students of Spanish. All teaching and class discussions are in Spanish. Some readings, written work and testing are in English. Prerequisite(s): APL325 - Introduction to Spanish Written Texts; APL320 - Spanish Grammar and Composition; APL410 - Spanish for Specific Purposes; or consent of the department. 5 quarter hours

APL420 Spanish Applied Linguistics and Advanced Grammar
This course combines the study of advanced Spanish grammar and Spanish applied linguistics. Students concentrate on the Spanish language as a communicative system, rather than a set of grammatical rules. They explore the value of discourse analysis, pragmatics and sociolinguistics in the acquisition of Spanish as a second language. The course is intended for heritage speakers and advanced students of Spanish. All teaching, class discussions, readings, written work and testing are in Spanish. Prerequisite(s): APL325 - Introduction to Spanish Written Texts; APL320 - Spanish Grammar and Composition, or consent of the department. 5 quarter hours

APL425 Varieties and Dialects in Spanish Language
This course explores the archaeology and varieties of the Spanish language found around the world in terms of morphology, syntax, vocabulary, and pronunciation. Students become familiar with dialectical differences. The course is intended for heritage speakers and advanced students of Spanish. All teaching, class discussions, readings, written work, and testing are in Spanish. Prerequisite(s): APL325 - Introduction to Spanish Written Texts; APL320 - Spanish Grammar and Composition, or consent of the department. 5 quarter hours

APL430 Spanish Cultures through Film
This course uses Latin American and Spanish film as a unifying subject matter for discussion and analysis of cultural topics. It serves as a stimulus for advanced listening, conversation and writing in Spanish. The result is an engaging content-based approach that highlights the richness of Spanish-language cinema and cultures. This course is intended for heritage speakers and advanced students of Spanish. All film viewing, teaching, class discussions, oral presentations, written work and testing are in Spanish. Prerequisite(s): APL320 - Spanish Grammar and Composition; APL325 - Introduction to Spanish Written Texts, or consent of the department. 5 quarter hours

APL435 History of Latin America
This course presents the history of Latin America from its origins to the twentieth century. Indigenous civilizations, colonization, and independence movements of Mexico, Central and South America, and the Carribean serve as topics for coursework in the Spanish language. The course is intended for heritage speakers and advanced students of Spanish. All teaching, readings, class discussions, oral presentations, written work and testing are in Spanish. Prerequisite(s): APL325 - Introduction to Spanish Written Texts; APL320 - Spanish Grammar and Composition; or consent of the department. 5 quarter hours

APL440 20th Century Latin American Revolutions
This course examines twentieth-century revolutions and other radical challenges to status quo sociopolitical systems in Latin America. The focus is on the peculiar political, economic and social landscapes that led to these revolutions as well as on their development and effects in Latin America today. These serve as topics for the course work in the Spanish language. This course is intended for heritage speakers and advanced students of Spanish. All teaching, class discussions, readings, oral presentations, written work and testing are in Spanish. Prerequisite(s): APL325 - Introduction to Spanish Written Texts; APL320 - Spanish Grammar and Composition; or consent of the department. 5 quarter hours

APL445 The Golden Age of Spanish Literature: 16th and 17th Centuries
This course presents the Golden Age of peninsular Spanish literature, the 16th and 17th centuries. Students read and explore representative poetry, plays, novels and short stories from this period of such authors as Cervantes, Gongora and Quevedo. The course is intended for heritage speakers and advanced students of Spanish. All teaching, class discussions, readings, oral presentations, written work and testing are in Spanish. Prerequisite(s): APL325 - Introduction to Spanish Written Texts; APL320 - Spanish Grammar and Composition, or consent of the department. 5 quarter hours

APL450 20th Century Latin American Literature
This course presents 20th century Latin American literature through the study of representative narrative and poetry by major authors. Students explore major literary movements, themes, and features of this literature by reading and examining the works of such authors as Neruda and Marquez. The course is intended for heritage speakers and advanced students of Spanish. All teaching, class discussions, readings, written work and testing are in Spanish. Prerequisite(s): APL325 - Introduction to Spanish Written Texts; APL320 - Spanish Grammar and Composition, or consent of the department. 5 quarter hours

APL455 Latino Literature in the U.S.
In this contemporary literature course, students explore the fiction of major Latino writers in the U.S. Students read and examine a selection of representative texts of authors who portray the complex realities of the fastest-growing minority population in the United States. Teaching, class discussions, readings, written work and testing are in English. (Also active as LAE455) Prerequisite(s): DAL (for Spanish majors) - APL325 - Introduction to Spanish Written Texts; APL320 - Spanish Grammar and Composition; APL330 - Geography and Cultures of the Spanish-Speaking World; APL450 - 20th Century Latin American Literature; APL455 - Spanish Translation and Editing Skills; or consent of department. English and Philosophy - LAE101 - English Composition I; LAE102 - English Composition II; or consent of the department. 5 quarter hours

APL460 Current Issues Latino Chicago
This capstone course of the Spanish major involves intensive reading, field work, and research that focus on current issues in the Latino community in Chicago. The course provides students with the opportunity to draw upon and synthesize the content of courses previously taken and apply knowledge to current issues affecting Chicago Latinos in areas such as citizenship and immigration, family, education, health and the economy. The course is intended for heritage speakers and advanced students of Spanish. All teaching, class discussions, oral presentations, written work and testing are in Spanish.
Some readings are in English. Prerequisite(s): APL325 - Spanish Grammar and Texts; APL320 - Spanish Grammar and Composition; APL330 - Geography and Cultures of the Spanish-speaking World; APL410 - Spanish for Specific Purposes; and APL455 - Latino Literature in the U.S.; or consent of the department. 5 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 then, 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 as a Second Language

ESL203  Writing Skills Development  
This course provides intensive ESOL writing instruction for English language learners. Credit for Writing Skills Development applies as free elective credit toward an undergraduate degree at National-Louis University. Prerequisite(s): 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

Counseling and Human Services

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

HSC305A/B  Special Needs Populations A/B
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. 3/2 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

HSC3410  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.

HSC3430  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.

HSC3451  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. 3 semester hours

HSC410  Spiritual and Religious Diversity in Human Service Practice
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. 3 semester hours

HSC501  Fundamentals of Counseling in Human Services
This course presents an overview of the theory, principles, techniques and methods essential in conducting an effective interview from an eclectic perspective. Specific skills, competencies, and concepts related to interviewing are studied, and an ongoing experiential component provides practice opportunities. In addition, there is a focus on self-awareness and insight which are essential qualities for the effective interviewer. 3 semester hours

HSC503  Counseling and Human Development in a Multicultural Society
An examination of theory, techniques, dynamics, and behaviors of counseling in a multicultural society. Emphasis is placed upon understanding the influences of one’s own ethnicity, race, and/or unique subcultural grouping. Prerequisite: HSC501. 3 semester hours

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. 3 semester hours

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. 3 semester hours

HSC506  Introduction to Theory and Practice of Family Therapy
Exploration of theoretical models and concepts in the field of family therapy: Focus upon systemic change, dysfunction, and stages of family development. Family therapy approaches are presented theoretically and through simulation experiences. Prerequisites: HSC501, HSC400 or instructor permission. 3 semester hours
HSC510  Theories of Counseling
A survey of current theories of counseling and psychotherapies. The characteristics of all professional or paraprofessional helping relationships will be explored. Most major theories used in psychotherapy today and specific counseling techniques based on those theories will be studied to familiarize students with the most important methods of individual treatment of psychological problems.  3 semester hours

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.  3 semester hours

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.  3 semester hours

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 counseling, as well as counseling with special populations. An experiential component will provide practice opportunities. 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

HSC524  Introduction to Community Counseling
This course will introduce students to community agency counseling by familiarizing them with the roles of the community counselor, program development, and community counseling models and processes. Students will learn about counselors as change agents, client advocates, outreach specialists, consultants, and preventive educators, and they will review the effects of public policy, managed care, and other social issues on counseling practice. Prerequisites: HSC501, 510, 511, 512.  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
The Counseling Practicum course is a combination of individual and group supervision as students begin on-site placement. This course requires 100 hours of field placement in an approved setting with 40 hours of direct client contact. Students will tape and critique their counseling sessions, write process notes, and develop a counseling approach specific to their clientele (agency or school). They will be evaluated both by their site supervisor and by their practicum instructor. Prerequisites: HSC501, 510, 511, 504, 505.  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

HSC581  Internship I
Professional counseling experience in a community agency or public school setting which provides interns with the opportunity to experience the many varied responsibilities of a professional in that setting. Students complete a total of 600 hours on site and receive both individual on-site supervision and attend a group supervision class on campus. Internship I is the first 300 hours of internship. Prerequisites: HSC501, 511, 504, 505, 510, 512, 514, 533, plus consent of advisor.  3 semester hours

HSC582  Internship II
Professional counseling experience in a community agency or public school setting which provides interns with the opportunity to experience the many varied responsibilities of a professional in that setting. Students complete a total of 600 hours on site and receive both individual on-site supervision and attend a group supervision class on campus. Internship II is the last 300 hours of internship. Prerequisites: HSC501, 511, 504, 505, 510, 512, 514, 533 and 581, plus consent of advisor.  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 context 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: HS482 and departmental approval. 1-5 quarter hours

HSM484 Human Services Practicum IV
Fourth course of a four-part sequence in the Human Services Professional Studies Sequence. This course is a continuation of HSM483 as the student continues in the same placement setting for an additional minimum of 15 hours per week (minimum of 150 clock hours) for the quarter and concurrently registering for HSM385 Practicum Supervision. Prerequisites: HSM483 and 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. 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. 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

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

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 Communications Area of General Education Requirements. 5 quarter hours.

LAE102  English Composition II
Second in a sequence of composition courses. Continued practice in expository writing, including persuasive writing and research paper. Counts in the Communications Area of General Education Requirements 5 quarter hours.

LAE104  Report Writing
An introduction to the types of writing required in public agencies or businesses, including the writing of reports or proposals (which have specific guidelines), as well as memoranda, formal and informal letters, summaries, recommendations, and persuasive memos or other arguments. Prerequisite: Placement. Counts in the Communications Area of General Education Requirements 5 quarter hours

LAE120  Content Area Writing A
A course in expository and research writing, with emphasis on the writing process, editing, and use of a variety of informational sources. Content Area Writing A is taught in combination with Introduction to American Politics, and the writing assignments are on subjects relevant to the Politics course. Counts in the Communications Area of General Education Requirements 5 quarter hours

LAE125  Content Area Writing B
A course in persuasive and research writing, with emphasis on the research and writing process, development of planning documents, and editing. Content Area Writing B is taught in combination with Introduction to Sociology, and the writing assignments are on subjects relevant to the Sociology course. Counts in the Communications Area of General Education Requirements 5 quarter hours

LAE201  Intermediate Composition
A course by arrangement for students needing further work in fundamentals of expository writing. This course adapts to the needs of the student or students currently enrolled. Prerequisite: LAE101 or equivalent. Counts in the Communications Area of General Education Requirements 2-5 quarter hours

LAE210  Writing in the Workplace
An interdisciplinary introduction to various writing tasks which integrate data presentations and economic principles using word processing and computer software applicable to office and workplace writing. Prerequisites: Sophomore standing and academic skills assessment. Concurrent enrollment in LAM225 and LAS253. Counts in the Communications Area of General Education Requirements 5 quarter hours

LAE220  Introduction to Literature
Techniques of reading and analyzing fiction, poetry and drama are taught by using primarily selections from 20th century American and British works. Students develop short papers of literary analysis into longer, more polished essays in which they express and support their interpretations of selected short stories, poems, plays and one short novel. Counts in the Humanities Area of General Education Requirements 5 quarter hours

LAE301  Advanced Composition
Advanced instruction and practice in a variety of expository and other writing tasks. Special emphasis on writing with style, clarity, and effectiveness for various audiences. Prerequisite: LAE102 or equivalent. Counts in the Communications Area of General Education Requirements 2-5 quarter hours

LAE302  Introduction to Creative Writing
Basic techniques of fiction and poetry. Individual instructor may stress one or the other. (Students can inquire ahead.) Wide reading expected as a stimulus to creative expression. Prerequisites: LAE102 or equivalent. Counts in the Communications Area of General Education Requirements 5 quarter hours

LAE303  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 5 quarter hours.

LAE316  Prose Forms and Styles
A survey of the major forms of contemporary prose writing: novel, essay, short story, non-fiction narrative. Emphasis will be on analysis of each author’s style and voice, and of the narrative techniques he or she employs to tell the story most effectively. Works vary from quarter to quarter and may from time to time include some non-English works in translation. Prerequisites: LAE102 or equivalent. Counts in the Communications or Humanities Area of General Education Requirements 5 quarter hours.

LAE340  Literature for High School Teachers
Students read, discuss and write papers on selections of literature commonly taught in Illinois high schools. They learn to lead discussions on the assigned literature with special attention to the interests and potential of high school students. Materials are clustered around a theme with special relevance or curricular usefulness for this group, such as “Coming of Age,” “Young Americans During the Great Depression,” or “Families in Transition.” Counts in the Humanities Area of General Education Requirements 5 quarter hours.

LAE405  American Writers I: Beginning to 1900: Selected Topics
A brief look at early Puritan literature followed by readings from fiction writers such as Hawthorne, Melville, Irving, Cooper, Poe, Twain, and from poets such as Whittier, Longfellow, Whitman and Dickinson. Emphasis on the influence of social forces on literature and on the emergence of literary forms and conventions. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements 5 quarter hours; 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, Kesey, Heller, Roth, Bellow, Malamud, and Nabokov. Takes a look at the stunning contrasts between the fifties and the sixties, politically, socially, ethically, artistically, and psychologically, Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements 5 quarter hours; 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

LAE411  20th Century Modern American Poetry
This course, which offers a survey of 20th century Modern American poetry, explores the work of leading poets such as Ezra Pound, T.S. Eliot, e.e. cummings, Langston Hughes, W.C. Williams, Robert Frost, Marianne Moore and others. The course also includes study of origins, schools, various movements and poetic influences of the era and genre. Students learn how to read and analyze poetry, as well as to respond and write about this era’s poetry using both primary and secondary sources. This counts as a Humanities elective course for general education. Prerequisite(s): LAE102 or equivalent; completion of needed DVS coursework; junior standing or above or consent of instructor. 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

LAE417  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. Prerequisite(s): Graduate status or permission of the instructor. 5 quarter hours

LAE419  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

LAE420  Current Issues in College Composition
A survey of current issues in composition and rhetoric research with emphasis on their relationships to teaching college writing courses. Such issues include social and cognitive and/or technological influences on academic writers. Prerequisites: LAE102 or equivalent, junior standing or above. Counts in the Communications Area of General Education Requirements 5 quarter hours; 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 Communications Area of General Education Requirements 5 quarter hours; 3 semester hours

LAE455  Latino Literature in the U.S.
In this contemporary literature course, students explore the fiction of major Latino writers in the U.S. Students read and examine a selection of representative texts of authors who portray the complex realities of the
LAE460 Editing and Publishing the Small Journal
A course introducing students to the practical skills involved in editing, managing, and publishing a small periodical for a school, a corporation, or any other enterprise which needs to publish information for its own corporate community or for the public. Some students may get hands-on experience by working with the college's own public relations office or possibly with the school yearbook or newspaper. Journalistic ethics, reporting techniques, and liability laws will also be covered. Most importantly, course introduces students to desktop-publishing software—both Apple and IBM-compatible. More traditional methods of working with printers are also explained. Prerequisite: LAE102 or equivalent.
Counts in the Communications Area of General Education Requirements 5 quarter hours; 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 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 free-lance. Prerequisite: LAE102 or equivalent.
Counts in the Communications 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 Communications 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 Communications 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 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
LA503 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

LA504 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. 3 semester hours or 5 quarter hours

LA506 Writing and Reading Oral History
Oral history constitutes the accounts of personal and public events as told by ordinary people. Students learn how to interview ordinary people, how to assemble the history of major events as seen through the eyes of ordinary people and how to analyze literature based on oral histories. Students are guided in using oral history as a basis for their own nonfiction writing. Books by Studs Terkel, Alex Kotlowitz, James McBride and plays by Anna Deavere Smith are used. Prerequisite(s): Graduate status or permission of instructor. 3 semester hours or 5 quarter hours

LA510 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

LA512A, LA512B, LA512C
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. LA512A, LA512B, LA512C.

LA515 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

LA516 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. Prerequisite(s): Graduate status or permission of the instructor. 3 semester hours

LA517 Technical Writing
A flexible course designed to meet the career goals of students in the Written Communication 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

LA518 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

LA520 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

LA521 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

LA592 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

LAE599X Thesis Continuation
Continuous registration required until thesis is complete. Prerequisite(s): Masters standing, consent of instructor, and prior registration for the required number of hours in LAE599. 0 semester hours

Fine Arts

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
This is a course on the elements and principles of visual design. Students will be given the opportunity to read, observe and develop their knowledge about design through hands-on experiences. A series of projects will be assigned throughout the term. This course counts in the Fine Arts Area of General Education Requirements. Prerequisite(s): None. 2-5 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
LAU321 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

LAU322 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

LAU323 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

LAU490 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

LAU495 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

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, sight singing 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. 5 quarter hours

LAU211 Performance Ensemble – Chorus
A course requiring no musical background, except for the desire to sing with a committed group of singers. Focus will be on learning to blend voices and on strengthening vocal and aural skills. Counts in the Fine Arts Area of General Education Requirements. 1 quarter hour

LAU300 Applied Music – Individual Instruction
Individual or group instruction in voice, instrument or musical theatre. Proficiency in Applied Music is judged on an individual basis through recital performance at term end. Students may register for this course more than once. Counts in the Fine Arts Area of General Education Requirements. 2-5 quarter hours

LAU310 Guitar, Recorder, and Classroom Instruments
Students will explore rhythm and melody instruments for use in the classroom. Instruments of many world cultures will be discussed, played and constructed by students. Prerequisites: LAU110 and ELE224. Counts in the Fine Arts Area of General Education Requirements. 5 quarter hours

LAU315 Popular Music and American Culture
A course examining the many styles of American popular music and the ways in which this music expresses the cultures of its audiences. Issues such as the industrialization of popular music, political communication through music and the identification of subcultural
groups through music will be discussed in depth. Counts in Humanities or Fine Arts Areas of General Education Requirements. 3-5 quarter hours

LAU320 History of Music I
Upper division seminar investigating music of the Baroque, Classic and early Romantic periods. Emphasis on changes in stylistic implementation of musical elements by composers such as Monteverdi, Purcell, Bach, Handel, Haydn, Mozart, Beethoven and Schubert. Prerequisites: LAU110, LAU210. Counts in Humanities or Fine Arts Areas of General Education Requirements. 5 quarter hours

LAU321 History of Music II
Upper division seminar investigating music of the Romantic Era and the twentieth century. Emphasis on changes in stylistic implementation of musical elements by composers such as Schumann, Berlioz, Brahms, Wagner, Liszt, Debussy, Stravinsky, Schoenberg, Bartok, Hindemith and Stockhausen. Prerequisites: LAU110, LAU210 and LAU320. Counts in Humanities or Fine Arts Areas of General Education Requirements. 5 quarter hours

LAU325 Music of the World’s Cultures
Seminar investigating the music of Africa and non-Western music of the Americas. Emphasis will be on the importance of musical traditions of each culture and transmission of these traditions through theater, dance and religious ritual. This course satisfies the requirement for a course in non-Western culture. Prerequisite: LAS110 or equivalent. Counts in Humanities or Fine Arts Areas of General Education Requirements. 5 quarter hours

LAU410 Conducting
Study of the theory and practice of conducting includes score analysis, practice of conducting gesture and rehearsal technique to develop a practical familiarity with directing vocal and instrumental ensembles. Prerequisites: LAU210, LAU320 and LAU321. Counts in the Fine Arts Area of General Education Requirements. 5 quarter hours

LAU490 Music Independent Study
Opportunity for students to pursue an approved exploration of music in an area of performance interpretation, music theory, individual instruction, music education or music history and literature. 2-5 quarter hours

LAU495 Music Special Topic
A music offering of special interest in an area of music, including but not limited to music theory, individual instruction, music education, music history and literature or current issues in music performance. Students my 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

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

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 Communications or Fine Arts Areas of General Education Requirements. 5 quarter hours

LAT240 Puppetry
An introductory course which examines the nature of puppetry and introduces students to a wide range of puppet construction techniques. Students design learning activities and shows for all age groups. May be used as a Humanities elective. Counts in Fine Arts Area of General Education Requirements. 5 quarter hours

LAT301 How To See A Movie: Learning Visual Literacy
This course teaches students to examine the visual data on a movie screen as they would a canvas and describe the various elements that contribute to the visual (and emotional) effect, understanding and using the vocabulary of visual literacy, such as montage, mise en scene, aspect ratio, and editing by eyeline matching. The tools at the disposal of any film artist are studied, including various elements of composition and framing, lighting and camera movement, focus, film stock, manipulation of point of view, and duration of shots, as well as broader contributions from decor, costuming and performance. This course may be used as an elective to fulfill the General Education requirement fine arts and may also be applied to a film studies major in Fine Arts. Prerequisite(s): none. 5 quarter hours

LAT302 Business Ethics in Popular Film
This course examines film dramatizations and documentary studies that relate the conduct of business to standards of ethical behavior. Films studied demonstrate dilemmas in starting and operating a business; fair play in human resources and labor relations; corporate power and accountability; treatment of whistle blowers; honesty in high finance and the stock market; and responsible professional conduct of lawyers, doctors and journalists. Students will build on class discussions to identify problems and identify solutions in these works, helping to clearly formulate and articulate their own values. This course may be used as an elective to fulfill the General Education requirement in fine arts or humanities, and may also be applied to a film studies major in Fine Arts. Prerequisite(s): none. 5 quarter hours

LAT303 Minority Images in Popular Film
This course examines the images and voices of minorities, including people of color, as represented in American film, from the earliest silent films and home-made "race" films through the Blaxploitation era to the present, reclaiming the history and history of African-Americans, Hispanic-Americans and Asian-Americans while tracing the impact of performers like Paul Roberson, Anna Mae Wong, Dolores Del Rio, Lena Horne, Dorothy Dandridge, and Sidney Poitier. This course may be used as an elective to fulfill the General Education requirement in fine arts and may also be applied to a film studies major in Fine Arts. Prerequisite(s): none. 5 quarter hours

LAT304 Banned and Forbidden: Freedom of Speech in Film
This course studies various attempts to limit freedom of speech in popular film, on both the national and local levels. Students follow how interest groups organized to protest the depiction of racial stereotypes and the frank portrayals of sex and power in Hollywood's Pre-Code era, as well as propaganda films of the Nazi and Soviet periods and recent non-traditional treatments of religious subjects and greater openness about same-sex subjects. The class traces changing patterns of censorship through landmark films, including "I'm No Angel" (1933), "The Miracle" (1948), "Last Temptation of Christ" (1988), "Boys Don't Cry" (1999), and "Battle Royale" (2001). This course may be used as an elective to fulfill the General Education requirement fine arts or humanities, and may also be applied to a film studies major in Fine Arts. Prerequisite(s): none. 5 quarter hours

LAT305 The American Family in Popular Film
The goal of this course is to understand the social, economic, and historical contexts that have shaped our picture of the American family in its many configurations, and to question the ideals and realities that underlie this picture. Both in class and at home, students will study Hollywood depictions of the Ideal Family, as well as the specific circumstances that change the dynamics within particular families such as single-parent and immigrant households. This course will also examine how popular film genres challenge the strength of the family even as they confirm it. This course may be used as an elective to fulfill the Fine Arts and Humanities General Education requirement and may also be applied to a Fine Arts major. Prerequisite(s): none. 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 dramas are discussed and developed in class. Counts in Communications 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. Prerequisite: LAT220. 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

LAT402    Teacher! Teacher! Images of Educator in Popular Film
This course traces how popular films form an image of the teacher in the public eye. Starting from a historical review with excerpts from influential films like Goodbye, Mr. Chips and The Blackboard Jungle, the course covers educators in early childhood, middle school and special needs situations, in settings ranging from the one-room schoolhouse to the inner city public school. Films like To Be and To Have, The 5000 Fingers of Dr. T, Conrack, The Miracle Worker, and Stand and Deliver also show models for creating environments that support learning; dealing with classroom discipline and external social problems; developing strategies for alternate styles of learning. This course may be used as an elective to fulfill the General Education requirement in fine arts and may also be applied to a film studies major in Fine Arts. Prerequisite(s): none. 5 quarter hours

LAT440    Professional Communication
This course is designed to present an in depth examination of the communication process which involves theoretical perspectives, interpersonal communication and communication in the workplace. Counts in the Communications Area of General Education Requirements. 3-4 quarter hours

LAT490    Theatre Arts/Independent Study
Working closely with theatre faculty, students may pursue independently an accepted area of study within the spectrum of theatre arts. 1-6 quarter hours

LAT495    Theatre Arts/Special Topic
A theatre arts offering of unique and special current interest. Students may register for this course more than once, since topic varies each term. 1-6 quarter hours

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; 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 Supervisors
Discusses the principles involved in 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,
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

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(s): HCL Terms 1 and 2 courses. 4 quarter hours

AHA432 Financial and Physical Resource Administration  
Examines and applies the principles involved in managing nonhuman resources in health care settings. Third party reimbursement, budget development, expenditure control, recordkeeping, inventory control, equipment maintenance, and facility planning will be introduced. Prerequisite(s): HCL Terms 1 and 2 courses. 4 quarter hours

AHA440 Health Care Systems  
Introduces 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(s): HCL Terms 1, 2 and 3 courses. 4 quarter hours

AHA441 Health Care Planning and Evaluation  
Introduces 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: HCL Terms 1, 2 and 3 courses. 4 quarter hours

AHA442 Ethical and Legal Issues in Health Care  
Explores 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(s): HCL Terms 1, 2 and 3 courses. 4 quarter hours

AHA480 Administrative Preceptorship in Allied Health  
An assignment of students to an administrative position in a hospital or department for practical application of administrative skills with cooperative planning by supervising administrators and the faculty from the Department of Allied Health for organized exposure to a broad spectrum of work situations. Prerequisite: Instructor permission. 5 or 10 quarter hours

AHA491A Research Project I  
Students prepare part one of a written research project that examines a problem related to their occupation or avocation. Periodic progress reports will be given regardless of the status of the project. 2 quarter hours

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: HCL courses from Term 1. 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(s): HCL courses from Term 1. 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 activities. Prerequisite(s): HCL courses from Term 1. 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 Northwestern Healthcare - 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. Prerequisite(s): Admission to the Health Care Leadership (HCL) program. 4 quarter hours

AHG325 Death, Dying, and Near-Death Experiences - Implications in Health Care
Health care professionals often encounter patients who report having experienced phenomenon known as near-death experience. This course will explore this phenomenon and provide health care professionals with insight into this experience in order to be better prepared to assist their patients who have had a near-death experience. Prerequisite(s): Admission to National-Louis University. Counts in the Humanities Area of General Education Requirements. (Also offered as LAH325). 5 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(s): None. 4 quarter hours

AHG405 Team Development in Health Care
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(s): Admission to the Health Care Leadership (HCL) Program. 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. Prerequisite(s): Admission to the M.H.A. 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. Prerequisite(s): Admission to the M.H.A. program. 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. Prerequisite(s): MHA510. 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. Prerequisite(s): MHA500. 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. Prerequisite(s): MHA Term 1 courses. 3 semester hours

MHA521  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. Prerequisite(s): MHA Term 1 courses. 3 semester hours

MHA530  Health Care Economics and Finance
This course provides an overview of micro- and macro-economic principles and 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. Prerequisite(s): MHA Terms 1 and 2 courses. 3 semester hours

MHA531  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. Prerequisite(s): MHA Terms 1 and 2 courses. 3 semester hours

MHA532  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, improving
organizational performance, employee orientation training and education and competency assessment. 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. Prerequisite(s): MHA Terms 1 and 2 courses. 3 semester hours

MHA540 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 oriented strategies will be developed through analysis of consumer & business markets, buying behaviors, competitors, market segmentation and targeting, and measuring/forecasting market demands. Marketing 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. Prerequisite(s): MHA Terms 1, 2, and 3 courses. 3 semester hours

MHA541 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. Prerequisite(s): MHA Terms 1, 2, and 3 courses. 3 semester hours

MHA550 Colloquium in Health Services Administration
Intensive experience that reinforces student understanding and application of core information, concepts and procedures presented throughout the program. It is the culminating activity for an accelerated cohort program. Prerequisite(s): MHA Terms 1, 2, and 3 courses. 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 coursework. 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. 159

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. 5 quarter hours

INT420 Dynamics of Significant Relationships
This course is an interdisciplinary study of significant relationships in peoples' lives using concepts drawn from the social and behavioral sciences. Relationships studied include acquaintances, kinship ties, coworkers, same-gender friendships, male-female relationships, mentors, and cross-cultural friends. The dynamics of these relationships including the functions they serve, their development, and their importance will be studied. Recommended: Lower division Social Science or Human Services courses. Counts in Social Science or Behavioral Science Areas of General Education Requirements. 5 quarter hours

INT430 Methods of Inquiry in the Behavioral Sciences
Students will be introduced to the basic concepts, methods and tools employed in the research process. Emphasis is placed on practical applications of these ideas, with the central goal being to provide students the opportunity to learn the methods of social science research by conducting small projects of their own. Prerequisite(s): Good standing in the Applied Behavioral Sciences program 4-5 quarter hours

INT490 Independent Study in the Behavioral Sciences
Students will plan and conduct a self-directed inquiry into a research question of interest. This independent study will be guided by concepts presented and developed in Methods of Inquiry in the Behavioral Sciences. 2 quarter hours

INT491C Field Study/Project Advisement
Provides advisement to students who have completed the undergraduate field experience program in order that they may satisfactorily complete their work on the required applied research project. Course shall be graded "P" (Satisfactory) or "I" (In-Progress); credit does not count toward graduation requirements; the course may be repeated. 1 quarter hour

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

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

This developmental course can only be used for elective credit. Total degree credit for developmental courses is limited to 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, fractions, and decimals. 3 semester hours
solutions of first degree equations and inequalities in one and two variables, polynomial operations, factoring polynomials, literal equations, graphing linear equations and inequalities, radical expressions, and solutions of second degree equations. Problem solving techniques with practical applications are emphasized. Use of appropriate technology is integrated throughout the course. This developmental course earns elective credits but does not apply towards requirements in general education or a concentration. (Total degree credit for developmental courses is limited to 5 quarter hours.) To be taken on a Pass/No Credit basis. Prerequisite: Placement or LAM100A. 5 quarter hours

This developmental course can only be used for elective credit. Total degree credit for developmental courses is limited to 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 LAM111 College Mathematics to fulfill their mathematics requirement. To be taken on a Pass/No Credit basis. This course may be applied as a free elective, but not toward a mathematics major or minor concentration. Prerequisite: LAM110 or concurrent enrollment. Counts in the Quantitative Reasoning Area of General Education Requirements. 1 quarter hour

LAM112 Math Content for Teachers I
(formerly Concepts of Mathematics)
This course focuses on mathematical reasoning and problem solving. It examines the underlying conceptual framework of the elementary mathematics topics of sets, numeration and number systems, whole number operations, number theory, and operations and algorithms using rational numbers expressed as fractions and decimals. Estimation, models, graphs, and manipulatives are used in a variety of problem-solving situations. The two course sequence of LAM112 and LAM213 is required for students in Early Childhood Teacher Education and Elementary Teacher Education. A weekly lab component is required. Prerequisites: LAM110 or placement. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM130 Mathematical Thinking in an Information Age
This course develops conceptual understanding and problem solving, decision making, and analytical skills dealing with quantities and their magnitudes and interrelationships using calculators and computers as tools. Includes representing and analyzing data through such statistical measures as central tendency, dispersion, normal distribution and chi-square distributions, and correlation and regression to test hypotheses (maximum one-third of course); using logical statements and arguments; estimating, approximating and judging reasonableness of answers; graphing and using polynomial functions and systems of equations and inequalities in the interpretation and solution of problems; and selecting and using appropriate approaches and tools in formulating and solving real-world problems. This course applies toward the math concentration. Prerequisite: Placement or consent of department. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM213 Math Content for Teachers II
This course focuses on mathematical reasoning and problem solving. It
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examines the underlying conceptual framework of the elementary mathematics topics of algebra and informal geometry, metric measurement, rational and real number operations, percent, probability, and statistics. Estimation, models, graphs, and manipulatives are used in a variety of problem-solving situations. The two course sequence of LAM112 and LAM213 is required for students in Early Childhood Teacher Education and Elementary Teacher Education. A weekly lab component is required. Prerequisites: LAM110 and LAM112. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM214 Mathematics for Management Science
An introduction to mathematical topics with applications to business, economics, and the social sciences. Topics will include linear equations and matrices; systems of linear inequalities and linear programming; simplex method; determinants, matrices and matrix algebra; introduction to statistics; game theory, Markov chain methods, and mathematical modeling; and the mathematics of finance. Computing technology will be integrated throughout the course with an emphasis on problem-solving. This course applies toward the mathematics concentration. Prerequisite: LAM110 or LAM130 or placement. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM216 Statistical Methods
Examination of the application of statistical description and inference in business, psychology, and science. Topics include: frequency distributions, graphing techniques, measures of central tendency and dispersion, normal distribution, correlations, regression, probability and sampling methods, hypothesis testing and decision making, t-tests and analysis of variance. This course does not apply toward the mathematics concentration for education majors. Prerequisite: LAM110 or placement. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM220 College Algebra
The fundamental concepts of college algebra including absolute value, factoring and roots, operations with rational exponents, and graphing are examined. Topics developed include systems of equations and inequalities, matrices and determinants, the theory of polynomials, trigonometric functions, and exponential and logarithmic functions. This course applies toward the 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 concentration. Prerequisites: LAM110, LAM112, and LAM213 required, LAM220 recommended. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM303 Computer Programming I
This course includes the study of the components of a computer, their functions and interrelationships, and a computer language and programming. Problem solving and algorithms are developed using programming in a higher-level structured language. The course introduces data types, control structures, procedures and functions, recursion, arrays, records, files, structured program design testing, and documentation using mathematical, scientific, and business applications. This course applies toward the mathematics concentration. Prerequisites: LAM220 or equivalent. 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 provides the students with nonroutine problem-solving experiences in a variety of situations for the purpose of improving problem-solving skills. Specifically, the course emphasizes three aspects of problem solving: problem-solving strategies, problem solving in subject areas, and problem creation. It is intended primarily as a content course for prospective elementary or middle school teachers. This course applies toward the mathematics concentration. Prerequisites: LAM110, LAM112, and LAM213 required, LAM220 recommended. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM308 Exploratory Probability and Statistics
This course provides a series of 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 probability and statistical models. This course applies toward the mathematics concentration. Counts in the Quantitative Reasoning Area of General Education requirements. Prerequisite(s): LAM213 and LAM220. 5 quarter hours

LAM309 Theory of Numbers
This course involves students in discovering, developing, and evolving ideas of elementary number theory. Topics include mathematical induction, divisibility, primes, congruences, and conditional congruences. This course applies toward the mathematics concentration. Prerequisite:
LAM220. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM310  Precalculus
This course acquaints students with the topics necessary in the study of calculus, including real numbers, functions, graphs, lines, conic sections, parametric equations, polar coordinates, and analytic geometry of three dimensions. Trigonometric functions, as well as applications in the solution of problems are also studied. This course applies toward the mathematics concentration. Prerequisite: LAM220 or equivalent. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM311  Calculus I
Introductory concepts of calculus presented: limits, continuity, derivatives, techniques of differentiation, applications of derivatives to related rates and extrema problems, Rolle’s Theorem and Mean Value Theorem, antiderivatives, and Fundamental Theorem of Calculus. This course applies toward the mathematics concentration. Prerequisite: LAM310. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM312  Calculus II
Continued applications of the Fundamental Theorem of Calculus: arc length, surface area, centroids, fluid pressure, and work. Other topics include integration formulae, sequences and Riemann sums, transcendental functions, hyperbolic functions, and indeterminate forms. This course applies toward the mathematics concentration. Prerequisite: LAM311. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM313  Calculus III
This course examines advanced techniques of integration, the derivatives and integrals of inverse trigonometric functions and hyperbolic functions, improper integrals, and infinite series. Topics include integration by parts, substitution, partial fractions, trigonometric substitution, and integration with tables. Infinite series, convergence, power series, and Taylor series are also included. This course applies toward the 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: 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
This course develops the theories of probability and statistics from a theoretical standpoint. Topics include: mutually exclusive events, independent and dependent events, conditional probability, combinatorics, discrete and continuous random variables, sampling methods, confidence intervals, hypothesis testing, and analysis of variance. This course applies toward the mathematics concentration. Prerequisite(s): LAM308 recommended and LAM311 required. 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. 2-5 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

**LAM495 Mathematics Special Topics**
A particular aspect of mathematics is selected to be studied in depth. Since the topic varies each term, the course may be taken more than once. Prerequisites: Varies with the topic, at least LAM110, consent of instructor. Counts in the Quantitative Reasoning Area of General Education Requirements. 2-5 quarter hours

**LAM499 Mathematics Seminar**
Library research and discussion is conducted on a selected problem area. Prerequisites: LAM220, consent of the instructor. Counts in the Quantitative Reasoning Area of General Education Requirements. 2-5 quarter hours

**Philosophy**

**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**
This course is an introduction to logic and effective thinking. Logic is the study of the principles of correct reasoning or the study of arguments. "Arguments" means giving reasons to support a conclusion or belief one holds (and perhaps wants to convince others to hold as well). Effective thinking in this course means logical thinking. Thinking will be studied in a systematic way to evaluate whether the reasons given are good reasons or not. Critical thinking will be applied to arguments encountered everyday in news stories, editorials, political speeches, etc. to determine if the arguments meet the requirements of logic. Prerequisite(s): Enrollment in the Bachelor of Science or Bachelor of Arts degree program. 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. 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 English Composition I 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
COURSE DESCRIPTIONS

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) 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.
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. 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) 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. 5 quarter hours

LAP352  Children and Families Under Stress
Focus on important factors in society and life that produce stress on children and their families. Crisis experiences that may be included are death, divorce, hospitalization, poverty, and child abuse. (Community Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP401  Psychology of Learning
Survey of theories of learning including behavioristic and cognitive-
developmental approaches with applications of each. Aspects of motivation and discipline also included. Traditional and innovative approaches explored. Students participate in planned learning interactions. Prerequisite: one previous psychology course. (Experimental Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours/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. 5 quarter hours/3 semester hours

LAP450 Human Sexuality
This course will provide the student with a survey of current views and recent research in the area of human sexuality. Emphasis will be placed on giving students a historical perspective concerning attitudes about sexuality and sexual behavior with particular consideration given to cross-cultural studies. Theoretical positions and research findings will be related to major developmental issues in the human life span and sexuality will be considered as an integral part of human relations and communication. Application will be made to the needs and concerns of teachers and human service professionals about sexual abuse and its treatment. Prerequisites: LAP315 or LAP201 and LAP202 or consent of instructor. (Developmental Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours/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 developments in the construction 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

LAP518  Child and Adolescent Development
This course involves an in-depth study of cognitive, emotional, social, and biological development of children from birth through adolescence. Current literature regarding development multi-culturally will be emphasized as well as incorporation of the traditional developmental model. Prerequisites: Seniors with two previous psychology courses and consent of the instructor, or graduate standing. 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

LAP526  Psychology of Organizational Leadership
An in-depth study of the Psychological Theories behind Organizational Leadership. The course will emphasize traditional theories such as Trait, Behavior, and Contingency, as well as more contemporary theories such as Exchange, Implicit, Transformational, and Transactional. The importance of Gender, Culture and Morality will be examined also. Prerequisite(s): Graduate standing or department approval. 3 semester hours or 5 quarter 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 specificopathologies 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
COURSE DESCRIPTIONS

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 in-depth 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. 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

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. LAP590A 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
**LAN-Liberal Arts and Sciences-Natural Science**

**LAN106/106L  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 evolution of 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. 5 quarter hours.

**LAN107  Scientific Literacy**
This course introduces the intellectual tools necessary to access and critically analyze scientific information. Topics include history and logic of the scientific method, how to find scientific information, distinguishing true science from pseudoscience, designing experiments, and analyzing data. This course counts in the Physical and Life Sciences area of general education. This course cannot be used to satisfy requirements or electives in majors or minors in any natural science field. Prerequisite(s): None. Students cannot receive credit for both LAN107 and LAN106. 5 quarter hours.

**LAN110/110L  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

**LAN150/150L  Survey of Physical Science**
This course develops scientific thinking through basic units in physics, astronomy, chemistry, geology, and meteorology. Techniques of measurements and problem-solving emphasized. Laboratory. Prerequisite: LAN100B or equivalent. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

**LAN200/200L  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

**LAN205/205L  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, LAN250/250L, or consent of instructor. Laboratory only. Counts in the Physical and Life Sciences Area of General Education Requirements. 1-5 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

**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

**LAN225  Human Impact on the Environment**
The course covers the effects of human population growth, energy usage, consumption, agriculture, urbanization, pest management, and pollution of air and water on ecosystem health and biodiversity. Conservation biology, environmental policy issues, and environmental ethics will also be discussed. Prerequisite(s): None. Not open to students who have previously taken Ecology and Conservation (LAN300). 5 quarter hours

**LAN250/250L  General Chemistry I**
A comprehensive introduction to chemistry. Measurement techniques, aspects of atomic and molecular structure and chemical bonds, periodicity of elements, compounds and stoichiometry, thermodynamics, behavior of gases, and concentrations of solutions. Laboratory. (To be followed by LAN251/251L). Prerequisite(s):
LAN100B or equivalent. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN251/251L General Chemistry II
Continuation of General Chemistry I LAN250/250L. Problem solving and further study of selected topics and theories in chemistry including: behavior of liquids, ionization acid-base chemistry; oxidation, radioactivity, and chemical equilibrium and kinetics. Laboratory covers qualitative analysis. Prerequisite(s): LAN250; LAN100B or equivalent. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN256/256L 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

LAN260/260L Consumer Chemistry
Basic concepts of chemistry developed while investigating various consumer and environmental topics. Students explore the science behind newsworthy issues such as global warming acid rain and energy alternatives. Consumer products including food and food additives, non-prescription drugs, cosmetics and textiles are analyzed. Laboratory. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN300/300L 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

LAN301/301L Embryology
Study of the growth and differentiation of 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. 3 or 5 quarter hours

LAN302/302L 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

LAN303/303L 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

LAN304/304L 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

LAN305/305L 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

LAN320 Human Genome
Students learn about the Human Genome Project and consider its impact on health care and biomedical sciences. Ethical implications and societal issues regarding this knowledge base are considered along with the science and technology behind its meaning and acquisition. Students will sample publicly accessible databases in guided explorations. They will use resources appropriate to life-long learning about health and science in the post-genomic era. Counts in the Physical and Life Sciences Area of General Education Requirements. Prerequisite(s): LAN110 General Biology, LAN215 Issues in Biology, equivalent course, or instructor permission. 2-4 quarter hours

LAN350/350L 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

LAN351/351L General Physics
An introduction to basic physics principles, including mechanics, thermodynamics, gas laws, sound, electromagnetic radiation, heat, electricity, magnetism, and nuclear physics. Laboratory. Prerequisite: LAN110 (College Math) or higher, or consent of instructor. Counts in the Physical and Life Sciences area of General Education Requirements. 5 quarter hours

LAN352/352L 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

LAN354/354L 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

LAN356/356L 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

LAN358/358L Survey of Organic Chemistry
Principles of carbon bonding, the naming of compounds, structure of compounds, the preparation of compounds and their respective reactions, classes of reactions and their mechanisms. The lab section includes a variety of organic chemistry techniques for separation, purification, synthesis, and analysis. Counts in the Physical and Life Sciences Area of General Education Requirements. Prerequisite(s): LAN250/250L, LAN251/251L (General Chemistry I & II), & LAN362/362L Organic Chemistry I. 6 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: LAN250/250L, LAN251/251L, 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 or the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN407/407L 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

LAN408/408L 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

LAN409/409L Genetics
The basic principles of classical mendelian genetics will be discussed. Topics such as sex linkage, multiple alleles, epistasis, quantitative inheritance, chromosome mapping, chi square analysis of data, and chromosomal aberrations will be investigated in detail. This course has a strong emphasis on problem solving. Laboratory. Prerequisite: LAN110. Counts in the Physical and Life Sciences area of General Education Requirements. 5 quarter hours

LAN410 Fundamentals of Immunology
A course on the mechanisms of the human immune response. Topics include cells and tissues of the immune system; antigens, antibodies
and their interactions; structure and genetic basis of antibody variability; antibody-mediated and cell-mediated immune responses; histocompatibility; hypersensitivity and other immune disorders. Prerequisites: LAN110 or consent of instructor. Counts in the Physical and Life Sciences Area of General Education Requirements. 1, 4, or 5 quarter hours

LAN411/411L 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

LAN412/412L Medical Microbiology
An introduction to the etiology, epidemiology, and immunology of microbes and their relationship to infectious diseases. Laboratory. Prerequisite: LAN110, LAN411, or consent of Instructor. Counts in the Physical and Life Sciences Area of General Education Requirements. 3 or 5 quarter hours

LAN415/415L 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. 3 or 5 quarter hours

LAN420 Tropical Marine Biology
This field course introduces students to the organisms, natural history, and ecological phenomena in and around coral reefs. The biology and ecology of coral reefs are discussed during preliminary class meetings in the Chicago area. The course then moves to a tropical research center for a one week stay near the Belize coral reef. Students snorkel along the reef and visit nearby ecosystems, including mangrove swamps, sea grass beds, and beaches. Students also travel inland to study Mayan ruins and tropical forest ecosystems. Counts in the Physical and Life Sciences area of general education. Prerequisite(s): General Biology, basic swimming skills, good health. 5 quarter hours or 3 semester 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

LAN491/491L Field Ecology Research Experience
Guided research of organisms in a marsh, swamp, bog, dune, prairie, forest, river, lake, canyon, or quarry. Laboratory. Prerequisite: LAN110, LAN300. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN495B General Biology Special Topic
Counts in the Physical and Life Sciences Area of General Education Requirements. 2-5 quarter hours

LAN495E Earth Science Special Topic
Counts in the Physical and Life Sciences Area of General Education Requirements. 2-5 quarter hours

LAN495P Physical Science Special Topic
A student selects a science offering of special interest. More than one registration is permitted since topics vary each term. Prerequisites: LAN110, LAN150. Counts in the Physical and Life Sciences Area of General Education Requirements. 2-5 quarter hours

LAN499B General Biology Seminar
Counts in the Physical and Life Sciences Area of General Education Requirements. 3-5 quarter hours

LAN499E Earth Science Seminar
Counts in the Physical and Life Sciences Area of General Education Requirements. 3-5 quarter hours

LAN499P Physical Science Seminar
Students engage in library research, discussions with peers and instructor, and field work. Prerequisites: LAN110 and LAN150. Counts in the Physical and Life Sciences Area of General Education Requirements. 3-5 quarter hours

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
LAS115 Introduction to Economics
Survey of the principles of economics of the individual, the business firm, and the nation with emphasis on supply and demand, national income analysis, and the circular flow of the economy. Both theory and practical applications are integral parts of the course. Ideas of great economists, past and present, are explored. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS118 Introduction to Politics
This survey course focuses on the institutions and procedures of political systems. Topics covered include political institutions, political issues and ideas, decision-making processes, global politics, elections and electoral systems, political parties and party systems, bureaucracy and branches of government. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS120 Introduction to American Politics
Survey of American national political institutions and values: the design of our Constitution; political parties; interest groups, lobbying, and campaign finance; Congress and the presidency; the political role of the media; and the role of the courts in protecting liberty and defining rights. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS125 Consumer Economics
This course will analyze economics for consumers. Emphasis will be placed on rational economic behavior, including but not limited to managing personal income, interest rates options, finance options, stock market operations, credit cards, health care options, insurance and banking. Prerequisite: LAM110 or equivalent. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS130 Internet for Economics
This course introduces students to the internet or the Information Superhighway. Students will learn how to use telecommunications to access information that is useful for making informed and reasoned decisions regarding economic issues. Emphasis will be placed on learning where and how to access and use economic information effectively and efficiently from consumer, industrial, and government resources. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS200 United States History and Culture: 1492-1828
Survey of colonialism and the roots of American political and economic institutions and values, slavery and racial values, the Revolution, and issues of early nationhood. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS201 United States History and Culture: 1828-1898
Survey of the period leading up to and following the American Civil War: continental expansion; slavery, sectionalism and the Civil War; the effects of industrialization, urbanization, and immigration; populism and Social Darwinism. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS203 United States History and Culture: 1898 to the present
Survey of significant domestic and foreign policy developments of the twentieth century: Progressivism; the emergence of the U.S. as a global power; World War I and II; immigration and labor issues; the Depression; the civil rights movement and the urban crisis. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS220 State and Local Government
This course focuses on state and local governments within the context of the American federal system. Special emphasis is placed on federalism, the constitutional/legal relationships between state and local governments and the institutions, organizational forms and political processes in American state and local government. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS240 Human Origins
Introduction to major topics in physical anthropology and archaeology, 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
### COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>LAS255</td>
<td>Microeconomics</td>
<td>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.</td>
<td>5 quarter hours</td>
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<tr>
<td>LAS300</td>
<td>Contemporary World Cultures</td>
<td>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.</td>
<td>5 quarter hours</td>
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<tr>
<td>LAS301</td>
<td>Western History and Culture to 1650</td>
<td>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.</td>
<td>5 quarter hours</td>
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<tr>
<td>LAS302</td>
<td>Asian History and Cultures</td>
<td>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 Humanities or Social Sciences Areas of General Education Requirements.</td>
<td>5 quarter hours</td>
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<tr>
<td>LAS302A</td>
<td>Asian History and Cultures A</td>
<td>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.</td>
<td>2 quarter hours/3 quarter hours</td>
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<tr>
<td>LAS302B</td>
<td>Asian History and Cultures B</td>
<td>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.</td>
<td>2 quarter hours</td>
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<tr>
<td>LAS303</td>
<td>Sub-Saharan African Cultures</td>
<td>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.</td>
<td>5 quarter hours</td>
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<tr>
<td>LAS304</td>
<td>Middle and South American Cultures</td>
<td>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.</td>
<td>5 quarter hours</td>
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<tr>
<td>LAS305</td>
<td>Western History and Culture since 1650</td>
<td>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.</td>
<td>5 quarter hours</td>
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<tr>
<td>LAS306</td>
<td>Marriage and Family</td>
<td>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.</td>
<td>5 quarter hours</td>
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<td>LAS307</td>
<td>History of Economic Thought</td>
<td>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.</td>
<td>5 quarter hours</td>
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<td>LAS308</td>
<td>Methods of Political Science</td>
<td>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. Counts in the Social Sciences Area of General Education Requirements.</td>
<td>5 quarter hours</td>
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<tr>
<td>LAS310</td>
<td>International Relations</td>
<td>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.</td>
<td>5 quarter hours</td>
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<tr>
<td>LAS311</td>
<td>Racial and Ethnic History and Culture</td>
<td>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.</td>
<td>5 quarter hours</td>
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COURSE DESCRIPTIONS

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. Counts in the Social Sciences Area of General Education Requirements. 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. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 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. Counts in the Social Sciences Area of General Education Requirements. 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.

LAS321  American Political and Social Ideas
This course explores the broad range of American political ideas that have influenced the form and practices of government in the United States today. Understanding these ideas helps us evaluate how the American political system operates today, and consider the strengths and limitations of the many proposals that exist for bringing about change in American politics. Counts in the Social Sciences Area of General Education Requirements. 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. 4 quarter hours

LAS335  Applied Econometrics
This course focuses on the systematic development of operational tools, techniques, and application of econometrics that are critical to conducting, evaluating, or understanding real-world econometric studies. Topics include the theory, methods, and application of mathematical and statistical analysis to economic issues. Prerequisites: LAM216 or LAS350 and LAS250 or LAS255. Counts in Quantitative Reasoning or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS340  Native Americans
Introduction to historical, ethnographic and contemporary perspectives on native cultures in North America, including aspects of traditional culture, impact of contact with Europeans, and the cultural and social issues facing Native Americans today. Prerequisite: 100-200 level anthropology course. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours
LAS341  Comparative Ethnographies
Anthropological studies representing diverse cultures and theoretical viewpoints are compared to gain a broad understanding of the nature of the field experience and the ways in which anthropologists' own beliefs and feelings influence ethnographic research and the presentation of their field studies. Prerequisite: 100-200 level anthropology course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS342  Folklore
Surveys theories of folklore and methods of folkloristics, with emphasis on comparing folklore cross-culturally in the oral and literary traditions of both preindustrial and contemporary societies; examines folklore genres, including myths, legends, fables, proverbs, jokes, riddles, folk speech, verbal art, and folk songs. Prerequisite: 100-200 level anthropology course. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS345  Labor Economics
An analysis of the history, structure and functions of American labor. The rise and decline of unionism and the evolution of unions from legislative and judicial perspectives. The rise of the global economy and its implications for labor relations world-wide. Prerequisites: LAS250 or LAS255 or equivalent. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS350  Statistics for Economics
This course provides students with practical and versatile statistical tools and methods necessary to make rational decisions in the context of substantive, up-to-date, real world economic issues and problems. Topics include basic and more advanced statistical methods to measure and understand economic behavior and changes over time. Prerequisites: LAM216 and LAS250 or LAS255. Counts in the Quantitative Reasoning or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS405  Social Problems
Through a multidisciplinary approach using concepts drawn from sociology, anthropology, political science, economics, psychology, and history, students will explore the dimensions and interconnectedness of social problems primarily in the United States. Ways to remedy these problems will be addressed. Prerequisite: Recommended introductory Social Science course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS410  Internship in Applied Economics
This course provides practical experience with a nonprofit, corporate, or government organization relevant to a student's career goals in the field of applied economics. Students apply what they have learned in their courses, with the guidance of a faculty-sponsor, to develop a plan for solving an economic problem or capitalizing on an economic opportunity for their clients. Prerequisites: Senior standing in major or consent of department. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS415  Issues in Quantitative Economics
This course provides students with an opportunity to reflect systematically about the appropriateness and the limitations of quantitative economic analysis and reasoning methods for the understanding of current socio-economic issues and problems. Topics include the practical and theoretical limits of economic models for understanding the complexities of actual human behavior and an exploration of alternative approaches. Prerequisites: Junior standing in Applied Economics major. Counts in the Quantitative Reasoning or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS420  Social Theory
This course is a survey of the development of social theory from the classic tradition to post-modernism. The 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, the classic tradition of social theory will be examined. Counts in the Social Sciences Area of General Education Requirements. 5 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. Counts in the Social Sciences Area of General Education Requirements. 2 quarter hours

LAS426  Multicultural Dimensions
Cultural diversity as it affects issues, policies and the quality of life. 5 quarter hours

LAS430  Economic Issues in Global Perspective
In this course, students are introduced to economic models of human behavior. These models, based on the concept of exchange, are used to describe decision-making by the individual, decision-making between two individuals, and decision-making between groups of individuals. Prerequisite(s): Good standing in the ABS program. 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. 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. 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; interethic communication; discourse strategies; and literacy. Prerequisite: 100-200 level anthropology course. 5 quarter hours

LAS441    Urban Anthropology
Cross-cultural perspectives on the evolution of urban life, the nature of the city, and the ways in which anthropological concepts of cultural diversity and ethnicity, ecology, adaptation and change, and folklore are applied to modern society. Prerequisite: 100-200 level anthropology course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS442    Anthropology of Gender Roles
Comparative perspectives on the nature and meanings of gender in a range of human societies, including perceptions of biological differences and sexual inequality; economic, political, symbolic and aesthetic aspects of culture and gender. Prerequisite: 100-200 level anthropology course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS445    Evolution of the American Economy
An analysis of the evolution of the American economy with emphasis on structure and performance from 1492 to present. Analysis will include demographic, technical, social and economic changes. Selected themes, periods and economic systems will be explored including colonialism, slavery, civil war, unionism, the Great Depression, industrial revolution, corporate and global capitalism. Prerequisites: LAS250 or LAS255 or equivalent. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS449    Cross-Cultural Fieldwork
Survey of the techniques and procedures cultural anthropologists use in gathering and presenting ethnographic data and their perceptions of the fieldwork experience. Prerequisite: 100-200 level anthropology course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS450    Political Theory
Political theory is concerned with fundamental questions of public life such as, What is justice? Is there an ideal form of government? Can we conceive of, and constitute, the best political order? The answers to many of the most important political questions still remain essentially contested today. Major topics in this course include justice, freedom, equality, political ideology, liberalism, socialism, libertarianism, and conservatism. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS452    Political Geography
This course emphasizes the spatial structure of political behavior including the effects of the economic globalization process, the unexpected eruption of separatist movements among national minorities, the failure of attempts to transplant the European nation-state system to parts of the colonial world and the importance of geopolitics to the formation of new political orders. Territorial features of states such as frontiers, boundaries, secondary divisions, ethnic/national groupings, and the historical/social-economic factors that affect the form, organization and operation of the state and groupings of states will be examined. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS454    Urban Politics
This course focuses on the distribution of power and the tensions that drive modern cities and public officials, while considering racial and ethnic divides, the relationships between government (and public purposes) and private economic interests, and the various needs and goals of elected officials and public sector managers. Theoretical and policy issues as they related to urban government will be examined. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS455    Advanced Topics in American Government
This course focuses on theoretical controversies and their practical implications surrounding the fundamental questions of how American politics and governmental institutions function. Special emphasis is placed on proposals for institutional reform. Prerequisite(s): Introduction to American Politics course and two additional political science courses or consent of the department. 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. 2-5 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

LAS500  Foundations of Public Policy
Advanced analysis of the theory and practice of public policy in the United States. Emphasis is on federal, state, and local government formulation, implementation, and evaluation of diverse public policies. This course enables students to develop a set of conceptual and practical tools to understand and evaluate American public policy, and think critically and constructively about which policies should be adopted. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS505  Urban Policy Development
A historical overview and analysis of urban development policies including community-based strategies, transportation and housing, location and planning initiatives, and cultural forms of urban regeneration. This course enables students to develop a set of conceptual and practical tools to understand and evaluate a variety of urban development initiatives within distinct historical, economic, political and sociological frameworks. Prerequisite(s): No prerequisite(s) for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS510  Social Inequality and Public Policy
Analysis of how economic inequality, segregation, poverty, changing family structure, immigration, race and labor market segmentation and educational inequality are addressed by public policy. Advanced study of public policy responses to social problems, through historical and comparative studies of inequality, are examined including welfare, immigration, affirmative action, and environmental equity. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS515  Leadership and Organizational Change
This course provides strategies for leading changes in government and nonprofit organizations. Organizations must adapt to outside changes, to the changing demand of their stakeholders, and improve their performance and efficiency. The focus will be on how to lead changes in such organizations in a way that aligns the design of such changes with organizational purposes. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS520  Comparative Public Policy
This course compares the public policies of countries throughout the world. Primary emphasis is on the public policies of advanced industrial democracies in order to gain a clear understanding of the possible public policy alternatives for the United States. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS525  Community Development Planning and Policy
This course examines the policies aimed at community development and their outcomes. It will show how planning can be used to improve the quality of life of neighborhood residents and the need for planning and policy to be integrated. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours
LAS530  Immigration Policy
Enables students to understand how immigration influences the economy and society of the United States. Focus on the changes in immigration policies due to the September 11, 2001 events and its consequences for the United States. Analysis of the distinction between illegal and legal immigrants and between skilled and unskilled immigrants is made in order to isolate the effects of various types of immigration. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS535  Education and Public Policy
This course will critically evaluate educational policies and their outcomes. The focus will be on how to improve student learning through the application of effective public policies, and on how to use available resources in the most efficient way. It will evaluate past experiences in public policies as well as contemporary ones such as school vouchers and charter schools. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS540  Bureaucracy and Policymaking
This course examines the environment in which the decision-making process within bureaucracies takes place and the risks associated with it. It discusses incentives that bureaucrats face and their effects on policymaking. The primary goal is to introduce theories and practical mechanisms that will allow the policymaker (or policy analyst) to be successful in improving the development and implementation of effective public policies in various types of environments. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS545  Technology and Public Policy
This course will cover two main aspects of the relationship between technology and public policy. The first is how governments can influence the development and commercialization of technology via sponsorship, and direct involvement in research activities and programs that affect market demand. The second is how governments’ performance can be enhanced via utilization of new technologies. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS550  Public Policy and the Environment
This course focuses on public policies aimed at protecting the environment. The main objective is to learn about government regulation, government voluntary programs, and environmental laws. A combination of theory and case studies will be used to examine the effectiveness of various environmental public policies, possible improvements, and costs associated with such policies. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or departmental approval. 3 semester hours or 5 quarter hours

LAS555  The Politics of Policymaking
This course is designed to provide the student with an understanding of the political process involved in policymaking, especially with regards to the legislative process. Students will learn how public policies are amended, modified, and approved during the political process. This will make them aware of the differences between a proposed policy and its final version. Students will learn that the legislative approval process is an integral part of policymaking. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS560  Advanced Public Finance
This course is an advanced analysis of taxation, government spending, and cost-benefit analysis applied to a variety of public projects. The focus is on determining the optimal role of government in market economies, and the measuring government efficiency and inefficiency. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS565  Research Design and Methodology
This course is designed to prepare students to do research related to policy issues. The primary goal of the course is to provide students with the tools needed to investigate and effectively find solutions to public policy problems. The course focuses on the application of quantitative, qualitative, and formal methods to research, and considers how to determine the appropriate applications of such methods. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS570  Policy Data Analysis and Planning
This course explores data analysis and how it can be applied to policy planning. The primary goal of the course is to provide students with the statistical tools necessary to quantitatively analyze public policies, and to apply these tools in order to set up effective planning strategies for public policies. Prerequisite(s): LAS565 - Research Design and Methodology or department approval. 3 semester hours or 5 quarter hours

LAS590  Public Policy Internship
The public policy internship provides students with advanced experience in governmental and related institutions such as community organizations and nonprofit institutions involved in an aspect of public policy in which they are interested. Internships enable students to integrate classroom learning with practice and understand how public policies are implemented at the local, state, or national levels. Placements are individualized according to student interests and needs. Prerequisite(s): 15 semester hours completed in the M.A. in Public Policy Program; consent of internship supervisor and academic supervisor. 3 semester hours
LAS593    Public Policy Seminar
The Public Policy Seminar will allow students to integrate public policy theory with specific cases according to student interest. Special emphasis will be placed on formulating proposals for solving actual public policy problems. Each student will be encouraged to think through a specific problem related to public policy, and try to solve this problem throughout the semester with the support of a faculty member. Prerequisite(s): To have completed at least eight courses (24SH) in the M.A. in Public Policy, or department approval.  3 semester hours

LAS599    Master Thesis
The thesis is a formal written document which investigates a public policy theory, a particular public policy case study, or the relationship between a public policy theory and a case study as the result of disciplined inquiry, under the supervision of a faculty member. Prerequisite(s): To have completed at least eight courses (24SH) in the M.A. in Public Policy, or department approval.  3 semester hours

LAS599X    Thesis Continuation
Continuous registration required until thesis is complete. Prerequisite(s): Masters standing, consent of instructor, and prior registration for the required number of hours in LAS599.  0 semester hours
College of Management and Business

Do not expect business as usual from National-Louis University’s College of Management and Business. Vast changes are sweeping across the world’s economies, creating unimagined opportunities yet dangers for the unprepared. Smart businesses, government agencies, and non-profit corporations know that an educated and highly skilled workforce is the key to prosperity. General abstract knowledge or technical brilliance is not enough. Knowledge workers need to work effectively with people and be able to apply their knowledge to practical real-world problems.

Business and Management schools must respond with more than the same old fare, and we do. We prepare knowledge workers with flexible, innovative, high-quality programs that meet practical real-life learning needs. Furthermore, we work with specific industries, associations, or even individual organizations to design customized programs tailored to specific learning needs. This adds up to excellent value for students and their employers.

We offer programs on our five Chicago area campuses and at our full-service campuses in Northern Virginia, Washington D.C., and Tampa. Full-time tenure-track professors are stationed at all campuses, communicating with modern telecommunications and computers. We also offer classes right on corporate sites. Few universities can match the flexibility, the nationwide access, or the expertise available through the innovative programs of National-Louis University’s College of Management and Business.

The new knowledge workers are increasingly diverse with more women, older workers, and minorities of race, religion, and national origin—workers who deserve a fair shot at the American dream. The College of Management and Business is a college of opportunity for these students.

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.
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.

Business Programs (Four-Year B.A. in Business Administration and B.A. in Computer Information Systems and Certificates)

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 Specialized Options 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.

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 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 (4-Year Program)

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 Strategy course, need to be completed at National-Louis University in order to qualify for graduation in Business Administration from National-Louis University.

Program-specific 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 core areas below and include the specific courses or equivalent in the seven general education 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

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

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 Strategy 4

Business Support Requirements 62 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 22

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.

Business Administration – Specialized Options

Students who are pursuing the Business Administration Major may elect a Specialized Option in Accounting, International Business or Marketing.

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).

Program-specific 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 core areas below and include the specific courses or equivalent in the seven general education 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

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

Business Administration Requirements 36 QH
MGT 101 Introduction to Business 4
MGT 106 Applications of Business Writing 4
MGT 204 Business Law I 4
MGT 205 Business Law II 4
MGT 270 Survey of International Business 4
MGT 300 Principles of Marketing 4
MGT 302 Principles of Management and Supervision 4
MGT 304 Business Ethics 4
MGT 305 Operations Management 4

**Business Support Requirements** 40 QH

- MGT 120 Accounting I 4
- MGT 121 Accounting II 4
- MGT 122 Accounting III 4
- MGT 150 Introduction to Computer and Computer-Based Applications 4
- MGT 220 Managerial Accounting 4
- MGT 243 Office Information Systems 4
- MGT 301 Principles of Finance 4
- MGT 319 Money & Banking 4
- One Business Elective 4
- One Computer Elective 4

**Accounting Requirements** 24 QH

- MGT 221 Individual Taxation 4
- MGT 320 Intermediate Accounting I 4
- MGT 321 Intermediate Accounting II 4
- MGT 322 Intermediate Accounting III 4
- MGT 323 Cost Accounting 4
- MGT 422 Principles of Auditing 4

**Free Electives** 10 QH

**Total Minimum Hours** 180 QH

Students must demonstrate English proficiency by passing the English competency examination or by earning a grade of "B" or better in both English Composition I (LAE101) and English Composition II (LAE 102) at National-Louis University.

**Program-specific 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 core areas below and include the specific courses or equivalent in the seven general education 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

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

**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 Strategy 4

**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.
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.

Program-specific General Education Requirements 191

On-Campus students must complete a minimum of 70 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 general education 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

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

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 Strategy 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 English Composition I (LAE101) and English Composition II (LAE102) at National-Louis University.

Bachelor of Arts in Business Administration (Degree-Completion Program)

The College of Management and Business also offers a degree-completion Bachelor of Arts in Business Administration program. This program is targeted to students who have completed an AAS degree in Management (or equivalent degree) and who meet program prerequisites (as outlined below). Students must have completed the program prerequisites (business support courses) prior to beginning the Bachelor of Arts in Business Administration (degree-completion program). General education and free elective credit will need to be completed in order to graduate with the B.A. in Business Administration degree.

Admission Standards for the Bachelor of Arts in Business Administration (Degree-Completion Program)

Prior to being considered for admission to the Bachelor of Arts in Business Administration (degree-completion program), 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 Arts in Business Administration (degree-completion program) can occur concurrently.

Admission to the Bachelor of Arts in Business Administration (degree-completion program).

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 135 quarter hours (or 120 semester hours) of transferable credit with C grades or above from accredited colleges or universities or otherwise meet the course requirements for starting the program.

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

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 high potential admission.

Types of Admission

1. Admitted: Applicant has met the program’s admissions requirements as listed above.

2. Admission with High Potential Status: Applicants who meet the transfer credit requirements but not the grade point average or experience requirements may be considered for admission with high potential status.

   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 with high potential status.

   b. Applicants who have a GPA of less than 1.5 may petition the University Director of Admissions for admission with high potential status. Petitioners may be admitted with high potential status with the approval of the local faculty admissions team.

Students admitted with high potential status 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 high potential status 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.
Unclassified

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 an unclassified student under the following conditions:

1. Applicants for unclassified status will be required to sign a statement prior to their admission into the program that they understand the policy on unclassified 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 unclassified 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. Unclassified status students are not eligible for financial aid.

Enrollment Requirements for the BA in Business Administration (degree-completion program)

Students may not enroll in the first term of the program until they meet program admissions requirements or qualify for enrollment as a Unclassified Student.

This program is intended for students who have finished approximately 3 years of their 4-year undergraduate programs and who have also taken significant coursework (as detailed below) that would prepare them for the degree-completion component of their Bachelor of Arts in Business Administration. For students, this would mean they have completed coursework beyond their 60-semester hour/90-quarter hour Associate’s degree and also business support courses.

The program prerequisites (General Education courses* and business support courses) include the following:

General Education
English I and II
Microeconomics and Macroeconomics
Speech
Fine Arts Elective
Humanities Elective (Ethics preferred)
Two college-level Mathematics courses
Laboratory Science
General Psychology

Business Support Required Courses
Introductory Business course
Introductory Computer course
Two Accounting courses
Introductory Management course
Introductory Marketing course
Introductory Finance course

At least two additional Business courses

* Some courses may be taken after starting the BA in Business Administration program

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 with high potential status.

Waiver of the 135-quarter hour Admissions and Program Prerequisites Requirement:

Applicants may initiate a request for a waiver of the 135-quarter hour minimum transferable credit standard and program prerequisites. 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 15 quarter hours of this requirement. Any requests in excess of the 15 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 15 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 evident 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 Assistant Dean of the College of Management and Business 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. The Unit will notify the applicant of the decision.
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 or attend the last day of attendance where state or federal law supercedes 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.

Program-specific General Education Requirements

The Bachelor of Arts in Business Administration (degree-completion model) program accepts as equivalent to general education coursework as 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 BA in Business Administration program.
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 (Focus On Completing Undergraduate Studies) offers accelerated general education courses from across the curriculum in the College of Arts and Sciences. Students may enroll in FOCUS courses only with the approval of a faculty advisor and the chair of the department offering the course. FOCUS is one way for
students to meet their general education requirements or take general education electives in order to satisfy the university’s graduation standards. M.A.T. students with completed applications and advisor approvals may enroll ONLY to complete current general education deficiencies. While FOCUS is an intense delivery model designed for those who understand the rigors of accelerated coursework, it can be an efficient and effective way for serious students to complete their degree.

Since FOCUS courses are offered in an accelerated format, additional out-of-class assignments, advanced preparation, and specific assessment scores may be required. Additional information and course schedules can be found at www.nl.edu/focus.

5. Once students have obtained a minimum of 90 quarter hours, they may apply for admission to the Bachelor of Arts in Business Administration (degree-completion model). Students who enter with fewer than 135 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 a minimum of 180 quarter hours. These students may take CLEP or DANTES exams or complete a portfolio of prior learning.

Degree Requirements (B.A. Business Administration – degree-completion program)

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 forty-nine (49) of the 180 quarter hours must be completed in the BA in Business Administration (degree-completion) program.
2. A minimum of 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 Arts Degree in Business Administration (Degree-Completion Model)

The B.A. in Business Administration program is a traditional, undergraduate program. Designed for future managers or professionals who will take on management functions, the program is relevant to individuals in the for-profit, not-for-profit, and government sectors. The B.A. in Business Administration program seeks to enhance the effectiveness of individuals who will be 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 BA in Business Administration program is a demanding program that engages adults in a learning process that is highly interactive, personalized, and experiential. In addition to once a week classroom format, students may also be 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 BA in Business Administration program are expected to have access to the Internet with a valid email account and appropriate computer hardware and software.

Case studies, team projects, and individual assessments are extensively used to assist students in applying managerial theories and concepts to their current or future managerial environments.

The BA in Business Administration coursework concentrates on further developing managerial 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.

Core Competencies

Courses in the B.A. in Business Administration program integrate the following core competencies:

- Communication skills – interpersonal, oral, written
- Problem-solving skills, including diagnosing, evaluating and intervening
- Critical thinking skills
- Quantitative and qualitative analysis skills
- Managing change
• Decision-making skills
• Respect for diversity, including gender, ethnicity, age, and lifestyle
• Recognizing ethical and legal implications of behavior
• Global/international perspectives
• Ability to work collaboratively in groups and teams

A Quality, Intense Program

The B.A. in Business Administration is a quality program for students who have completed the majority of their undergraduate coursework and who are interested in applying in additional areas the knowledge they have obtained from that previous coursework. The faculty, the curriculum, and the learning process attest to the strong commitment to provide a quality experience for students.

B.A. in Business Administration Requirements 49 QH

Term I
MGT407 Advanced Business Writing 4
MGT408 Issues in International Business 4
MGT409 Issues in Consumer Behavior 4

Term II
MGT414 Business Research and Communication Methods 4
MGT418 Concepts and Applications in Financial Management 4
MGT428 Ethical Issues in Business and Management 4

Term III
MGT451 Quantitative Methods for Managers 5
MGT434 Accounting and Budgeting for Managers 4
MGT438 Information Management Systems 4

Term IV
MGT481 Advanced Concepts in Operations Management 4
MGT400 Business Strategy 4
Business Elective or Internship 4

Bachelor of Arts Degree in Computer Information Systems (4-Year Program)

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.

Program-specific 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 core areas below and include the specific courses or equivalent in the seven general education 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

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

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:
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 completion of the bachelor's degree. The practicum provides students with experience in a business environment.

MGT101 Introduction to Business 4
MGT106 Applications of Business Writing 4
MGT120 Accounting Principles I 4
MGT121 Accounting Principles II 4
MGT122 Accounting Principles III 4
MGT150 Introduction to Computers and Computer-Based Applications 4
MGT200 Practicum Experience 4
MGT215 Business Applications of Spreadsheet 4

Total Minimum Hours 48 QH

Certificate in Business Education for Career Advancement (BECA) in Business Administration

The one-year certificate in Business Education for Career Advancement (BECA) in Business Administration enables students to get an early start on their careers. The BECA program in Business Administration also provides the accounting and data processing skills needed for entry-level jobs in business administration while providing an option of continuing toward completion of the bachelor's degree. The practicum provides students with experience in a business environment.

MGT101 Introduction to Business 4
MGT106 Applications of Business Writing 4
MGT120 Accounting Principles I 4
MGT121 Accounting Principles II 4
MGT122 Accounting Principles III 4
MGT150 Introduction to Computers and Computer-Based Applications 4
MGT200 Practicum Experience 4
MGT204 Business Law I 4
MGT243 Office Information Systems 4
MGT270 Survey of International Business 4
MGT302 Principles of Management and Supervision 4
Business Elective 4
Computer Elective 4

Total Minimum Hours 48 QH

Certificate in Business Education for Career Advancement (BECA) in Data Processing

The one-year certificate in Business Education for Career Advancement (BECA) in Data Processing enables students to get an early start on their careers. The BECA program in Data Processing also provides the accounting and business administration skills needed for entry-level jobs in data processing while providing an option of continuing toward completion of the bachelor's degree. The practicum provides students with experience in a business environment.

MGT101 Introduction to Business 4
MGT106 Applications of Business Writing 4
MGT120 Accounting Principles I 4
MGT121 Accounting Principles II 4
MGT122 Accounting Principles III 4
MGT150 Introduction to Computers and Computer-Based Applications 4
MGT142 Word Processing 4
MGT200 Practicum Experience 4
MGT204 Business Law I 4

Total Minimum Hours 48 QH
UNDERGRADUATE PROGRAMS

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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

LAS250 Macroeconomics 5
LAS255 Microeconomics 5
MGT101 Introduction to Business 4
MGT120 Accounting Principles I 4
MGT121 Accounting Principles II 4
MGT243 Office Information Systems 4
MGT300 Principles of Marketing 4
MGT302 Principles of Management and Supervision 4
MGT350 Management Information Systems 4

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 admission with high potential status.

Types of Admission

1. Admitted: Applicant has met the program’s admissions requirements as listed above.
2. Admission with high potential status: Applicants who meet the transfer credit requirements but not the grade point average or experience requirements may be considered for admission with high potential status.
   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 with high potential status.
   b. Applicants who have a GPA of less than 1.5 may petition the University Director of Admissions for admission with high potential status. Petitioners may be admitted with high potential status with the approval of the local faculty admissions team.

Students admitted with high potential status 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 admission with high potential status 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.

Unclassified 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 an unclassified 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 unclassified 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 unclassified student 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. Unclassified 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 an Unclassified 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 with high potential status.

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 evident 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 Office of the Dean of the College of Management and Business 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. The Unit will notify the applicant of its 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 “F” 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 an “F” 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 "F" 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 "F" grades.
7. Any course for which an "F" grade was assigned must be repeated and successfully completed. Students must pay for re-enrollment in such a course.

Sequence of Terms and Courses

Courses must be taken in the sequence presented in a class group’s program schedule of courses, unless otherwise approved by the appropriate administrator.

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.

Program-specific 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 core areas below and include the specific courses or equivalent in the seven general education 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 (Focus On Completing Undergraduate Studies) offers accelerated general education courses from across the curriculum in the College of Arts and Sciences. Students may enroll in FOCUS courses only with the approval of a faculty advisor and the chair of the department offering the course. FOCUS is one way for students to meet their general education requirements or take general education electives in order to satisfy the university’s graduation standards. M.A.T. students with completed applications and advisor approvals may enroll ONLY to complete current general education deficiencies. While FOCUS is an intense delivery model designed for those who understand the rigor of accelerated coursework, it can be an efficient and effective way for serious students to complete their degree.

Since FOCUS courses are offered in an accelerated format, additional out-of-class assignments, advanced preparation, and specific assessment scores may be required. Additional information and course schedules can be found at www.nlu.edu/focus.
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. Note that the BSM and BSMIS programs are considered full-time programs and that overloads are not encouraged.

Degree Requirements (BSM) (BSMIS.)

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 (BSM) 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-enhanced 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 assessments 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 the 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
- Problem-solving skills, including diagnosing, evaluating and intervening
- Critical thinking skills
- Quantitative and qualitative analysis skills
- Managing change
- Decision-making skills
- Respect for diversity, including gender, ethnicity, age, and lifestyle
- Recognizing ethical and legal implications of behavior
- Global/international perspectives
- Ability to work collaboratively 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 in the program have work experience from various organizations who form a class group that stays together for the entire 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.

The BSM program contains 13 courses and is offered at selected locations convenient to working adults. Cohort groups will be offered in the following three specialized concentrations: general management, finance or marketing. Each student is required to register for a specific concentration before attending classes and students will meet in cohort groups remaining together or the thirteen courses of the program.

Students in Bachelor of Science in Management may choose to combine this professional studies program with a major in Spanish Language and Culture Studies (see page 87).

B.S. in Management Requirements

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>I</td>
<td>MGT403</td>
<td>Introduction to BSM/BSMIS</td>
<td>1</td>
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<tr>
<td></td>
<td>MGT431</td>
<td>Communication Skills for Managers</td>
<td>4</td>
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<td></td>
<td>MGT410</td>
<td>Management and Supervision</td>
<td>4</td>
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<td></td>
<td>MGT412</td>
<td>Organizational Behavior</td>
<td>4</td>
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<tr>
<td>II</td>
<td>MGT436</td>
<td>Critical Thinking and Analysis</td>
<td>4</td>
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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 BSMIS is best suited for the adult student with at least 3 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 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

BSMIS 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 BSMIS 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.

Program-specific General Education Requirements

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 general education 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.
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 courses as technology specialties and/or certifications evolve.

By the third term, students have a solid understanding of concepts of information technology plus hands-on experience. That foundation will allow them to begin their understanding of the role of technology in the modern organization from a historical, current and projected basis.

The final term provides the student with the last two elements necessary to lead an information technology project whether large or small. The term (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.

Students in Bachelor of Science in Management Information Systems may choose to combine this professional studies program with a major in Spanish Language and Culture Studies (see page 87).

<table>
<thead>
<tr>
<th>Term I: Fundamentals and Concepts</th>
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<tbody>
<tr>
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<td>MGT416</td>
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<th>Term II: Current Technologies</th>
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<tr>
<td>MGT424</td>
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<td>MGT433</td>
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<th>Term III: IT’s Role in Organizations</th>
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<td>MGT456</td>
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<td>MGT473</td>
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<th>Term IV: Planning and Implementation</th>
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<tr>
<td>MGT462</td>
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<td>MGT471</td>
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<td>MGT485</td>
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Specialty Areas or Concentrations

Concentrations in technology areas such as cyber security or animation may be added in the BSMIS program when a specific certification need is identified within the market. Need may be determined by an analysis of a local market and/or through corporate or organizational contacts.

Concentrations may include a combination of any of the following: existing catalog courses; courses developed specifically for the specialty area; and/or courses offered as special topics, which are relevant to the specialty.
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. Application fee. (nonrefundable)
3. Official transcripts from all colleges and universities attended. Completion of a bachelor’s degree from an accredited institution 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. The Department of Applied Language (DAL) Assessment may be taken in lieu of the TOEFL.

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 qualify for admitted or admitted with one-term review status. The admissions criteria are as follows:

Admitted Status

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).

Admission With One-Term Review Status

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

Students who are admitted with one-term review status 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 review period, the student will gain good academic standing; if the student’s GPA is below 3.0 at the end of the review period, the student will be dropped from the graduate program.

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

Students who are admitted with one-term review status 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 review period, the student will gain good academic standing; if the student’s GPA is below 3.0 at the end of the review period, the student will be dropped from the graduate program.

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

Students who are admitted with one-term review status 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 review period, the student will gain good academic standing; if the student’s GPA is below 3.0 at the end of the review period, the student will be dropped from the graduate program.

Admissions Appeals

1. If an applicant or student wishes to appeal an admissions decision, the appeal must be made in writing to the Office of the Dean of the College of Management and Business within two weeks of receipt of the decision letter. Appeals will be forwarded to the College of Management and
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 administrator pending verification of the graduate course level and institutional accreditation by the Registrar’s office.

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 waived 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 an admitted student 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 absence of specific conditions, students have one year after the final class meeting of their cohort group to complete any "I" grades before such grades are converted to "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.)

The M.B.A. program at National-Louis University's College of Management and Business offers a diverse series of courses which will present the experienced practitioner with the financial/accounting/economic skills, as well as the practical people/leadership skills needed to succeed in today's increasingly complex organizational settings. The focus of our program is strategic management: the art and science of aligning business vision, strategy and performance. Our MBA Program is designed for students to earn their degrees in just 22 months.

Our MBA provides a "business management laboratory" where you'll learn to apply the knowledge and skills necessary to manage an enterprise. Guided by faculty with extensive practical experience, the 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.
Furthermore, the courses contain common themes and threads. These themes and threads 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 M.B.A. program contains 13 courses and is offered at selected locations convenient to working adults. Cohort groups will be offered in the following three specialized concentrations: general management, finance or marketing. Each student is required to register for a specific concentration before attending classes and students will meet in cohort groups, which remain together for the thirteen courses of the program. You’ll work on a team, devising strategies, contributing your own viewpoints and bringing your team’s objectives together to achieve a goal. In the process, you’ll develop your business instincts and build valuable skills, both quantitative (such as analyzing a financial statement) and qualitative (as in project team management).

Our MBA program is offered in three innovative formats: in-class (Web enhanced), online and hybrid. Students progress through the program with a cohort of 15 to 20 diverse students who reflect teams you may encounter on the job. Courses meet just once a week in the in-class format, in which face-to-face coursework is supported by participation in a Web-based classroom site that can be accessed anytime, anywhere. Instruction in the online format is conducted via our Web-based learning platform. Online courses are much like classroom courses, with definite objectives tied to specific course content. Cutting edge tools such as streaming media and strategic management simulations will enhance your learning. Our hybrid format provides innovative combinations of our in-class and the online formats.

**M.B.A. Requirements**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Term I</td>
<td>MBA500 Introduction to Graduate Studies</td>
<td>1</td>
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<tr>
<td></td>
<td>MBA502 Organizational Behavior</td>
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<tr>
<td></td>
<td>MBA510 Macroeconomics</td>
<td>3</td>
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<td></td>
<td>MBA522 Strategic Marketing</td>
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<tr>
<td>Term II</td>
<td>MBA514 Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MBA526 Project Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MBA508 Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>Term III</td>
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<tr>
<td></td>
<td><strong>GENERAL MANAGEMENT CONCENTRATION</strong></td>
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<tr>
<td></td>
<td>MBA528 Multinational Human Resource Management</td>
<td>3</td>
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<tr>
<td></td>
<td>MBA516 Financial Markets</td>
<td>3</td>
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<td></td>
<td>MBA532 Technology and Management</td>
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<td></td>
<td><strong>OR</strong></td>
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<td></td>
<td>MBA530 Consumer Behavior</td>
<td>3</td>
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<td></td>
<td>MBA534 Product Management</td>
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<td></td>
<td>MBA538 Advertising and Promotion</td>
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</table>

**FINANCE CONCENTRATION**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Term IV</td>
<td>MBA518 Financial Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MBA506 Ethical and Legal Issues</td>
<td>3</td>
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<td></td>
<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. It is also offered in a completely online format. The application oriented design of the required courses enable students to apply their knowledge and skills almost immediately in their work settings.

The MSM program is offered in several delivery models:

1. One evening per week of class (4 hours) augmented by online websupport and asynchronous discussion (for approximately 18 months).
2. Every other weekend, 6 hours of class, augmented by online websupport and asynchronous discussion (for approximately 22 months).
3. One weekend per month with 12 hours of class, augmented by online websupport and asynchronous discussion (for approximately 22 months).
4. A blended schedule with each course having some face-to-face classes and some online class weeks.
5. Entirely online, with no residency requirements.
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 18 to 22 months, depending on the delivery model chosen.

**Degree Requirements**

**33 SH**

**Term I**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
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<tbody>
<tr>
<td>MGT542</td>
<td>Leadership Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>MGT543</td>
<td>Assessment of Leadership in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>(MGT548 practicum begins)</td>
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<td></td>
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<tr>
<td>MGT544</td>
<td>Effective Problem Solving &amp; Decision Making</td>
<td>3</td>
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**Term II**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
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<tbody>
<tr>
<td>MGT549</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGT551</td>
<td>Leadership &amp; High Performance Teams</td>
<td>3</td>
</tr>
<tr>
<td>MGT548</td>
<td>Practicum in Leadership Development</td>
<td>3</td>
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<tr>
<td>(MGT552 practicum begins)</td>
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<tr>
<td>MGT545</td>
<td>Organizational Analysis</td>
<td>3</td>
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</table>

**Term III**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
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<tbody>
<tr>
<td>MGT546</td>
<td>Organizational Design &amp; Innovation</td>
<td>3</td>
</tr>
<tr>
<td>MGT553</td>
<td>Strategic Leadership in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGT552</td>
<td>Practicum in Proposal Development for Organizational Improvement</td>
<td>3</td>
</tr>
<tr>
<td>MGT547</td>
<td>Ethical Practices of Leaders</td>
<td>3</td>
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</table>

**Specialty Area Concentrations**

The MSM is designed with the flexibility to meet the specialized needs of organizational clients by allowing for concentrations in specialty areas such as Health Care Management, Human Resources Management, Human Resources Development, Information Technology, Public Administration, Law Firm Management, or Hospitality Sector Management. Such specialty concentrations may be offered as cohort groups are recruited to satisfy a specific need within a market or within 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 the non-core MSM courses.) 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. However, all MSM students are required to complete the six program core courses: MGT542, MGT543, MGT544, MGT545, MGT546, and MGT547.

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**M.S. in Management Transfer Credit Policy**

In addition to the College level transfer credit requirements described above, the following specific Program level rules apply to MSM applicants who desire to transfer credit:

Master of Science in Management applicants may petition prior to the start of their program to have up to a total of 9 semester hours of transfer credit applied toward their MSM degree. Students transferring credit equivalent to a current MSM course may only receive up to as much credit as that course is assigned in the current MSM Program (i.e., 3 SH). Students may elect (but are not required) to attend class (without tuition or audit charges) with their group for a refresher on substituted or waived courses; however, they must pay for the course texts. Transfer credit will not be approved for the six core courses in the MSM Program.

**REGULAR TRANSFER CREDIT (9 SH maximum)**

Regular transfer credit will be approved for courses which are deemed to be equivalent to up to three of the five non-core MSM courses:

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

**GENERAL TRANSFER CREDIT (6 SH maximum)**

In addition to credits equivalent to current non-core MSM courses, up to 6 SH of the 9 SH maximum credits may be transferred in a category called "general transfer credit" as long as they are for course work either from a college or school of business, management, or organizational studies or they are for courses which are demonstrably relevant to managerial leadership. General transfer credit is analogous to having one or two elective courses. CMB program administrators must approve all such transfer credit awards.

The lists below indicate which required MSM Program courses are to be waived in allowance for various numbers of general transfer credits.

**If transferring 3 semester hours of "general transfer credit," choose one to waive:**

- MGT552 Practicum in Proposal Development for Organizational Improvement
- MGT548 Practicum in Leadership Development

**If transferring an additional 3 semester hours (a total of 6) of "general transfer credit," choose one of these courses to waive:**

- MGT549 Organizational Communication
- MGT551 Leadership & High Performance Teams
- MGT553 Strategic Leadership in Organizations
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 and leadership 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 Effective Problem Solving and Decision Making 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 MSM 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 MSM 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, principles and practices related to the management and development of human capital.

The program incorporates several policies and concepts including: HR planning; organizational development and change management; performance analysis and productivity; selection and retention; employee and labor relations; labor law; total compensation systems; training; career management; and the management of HR programs. The program 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 36 SH**
- MGT509 Human Resources Planning 4
- MGT533 Organizational Behavior, Organizational Development and Change 5
- MGT521 Recruitment, Selection and Retention 3
- MGT541 Employee Relations and the Law 3
- MGT513 Total Compensation Systems 5
- MGT520 Performance Analysis & Productivity Measurement 4
- MGT515 Training & Development: Systems & Practices 4
- MGT540 Labor Management Relations 4
- MGT508 Current Practices in Human Resources 4

* MGT590 Management Internship (3 SH) may be substituted for one of the above courses, with the permission of the Academic Program Manager and Assistant Dean.

**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 36 SH**
**Core Course Requirements 17 SH**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT509</td>
<td>Human Resources Planning</td>
<td>4</td>
</tr>
<tr>
<td>MGT533</td>
<td>Organizational Behavior, Organizational Development and Change</td>
<td>5</td>
</tr>
<tr>
<td>MGT515</td>
<td>Training &amp; Development: Systems &amp; Practices</td>
<td>4</td>
</tr>
<tr>
<td>MGT508</td>
<td>Current Practices in Human Resources</td>
<td>4</td>
</tr>
</tbody>
</table>

**Other Concentrations** 19 SH

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. However, internships may be approved by the Academic Program Manager and Assistant Dean 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 University Course Outline for MGT 590 and meets the criteria for course substitution. Only one internship (three semester hours) may be credited toward degree requirements.
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 (e.g. 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 students (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 legal. Major issues to be analyzed will be: leadership; employer-employees; occupational safety; product safety; advertising; environmental issues; and social responsibility. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite: MBA500. 3 semester hours
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-trade, 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 vs. 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

MBA526 Project Management
This course introduces MBA students to the discipline of project management with examples of the kinds of projects they are likely to encounter in their career, such as Facility Construction, Product Development, IT Systems, Business/Public Program Rollout, etc. Students will learn principles and apply techniques in project need/mission formation; project planning and control; risk management and mitigation strategies; project organization, leadership, and motivation issues, procurement and contract management; quality management; and project communications. Course contents are aligned with industry certifications (Project Management Professional), although the course by itself is insufficient for certification exams. Prerequisite(s): MBA500 Introduction to MBA. 3 semester hours

MBA528 Multinational Human Resource Management
This course will help students develop the understanding and skills needed to manage the human resource aspects of an organization’s foreign operations. There will be a special focus on the need to understand and adapt to the culture of the people within each operational unit. Prerequisite(s): For MBA Program students: MBA500 Intro to MBA For Certificate students: Intro to WebCT workshop. 3 semester hours

MBA530 Consumer Behavior
This course will examine the nature of consumer interest, desire, personal benefit, and behavior that ultimately results in personal economic decisions. The student will develop the knowledge and skills necessary to collect, understand, and analyze data that the individual consumer will reference in her/his process of purchase/ownership determination. Prerequisite(s): For MBA Program students: MBA500, Intro to MBA and MBA522, Strategic Marketing For Certificate
MBA532 Technology and Management
This course gives the student a business framework for how to exploit technology and information to improve competitiveness and quality. Like human and financial resources, technology is a critical ingredient of modern business. The course addresses a broad set of technology - from general automation to the digital revolution, IT, and the Internet -- and its impact on many industries -- manufacturing and various services from healthcare to government. The business framework is based on Michael Porter's model of Competitive Advantage. Prerequisite(s): For MBA Program students: MBA500 Intro to MBA and MBA516, Financial Markets For Certificate students: Introduction to WebCT workshop and an upper level undergraduate Marketing course. 3 semester hours

MBA534 Product Management
This course will examine the development of a product or service based on information from the marketplace. Development will be based on market research, technological capability, target audience, economic trends, manufacturing cost structures, intellectual property and licensing rights, and feasibility/profitability studies. Both products and services progress through stages of growth, usability, importance, and decline for both manufacturer/supplier and consumer. This course will help the marketing student develop the knowledge and skills to manage the research, development, introduction, growth, maturity, decline and end of life cycles of products and services offered by the organization. Prerequisite(s): For MBA Program students: MBA500, Intro to MBA and MBA522, Strategic Marketing For Certificate students: Intro to WebCT workshop. 3 semester hours

MBA536 Corporate Hedging Strategies
This course will help students develop corporate hedging strategies predominantly through the use of index and equity options and exchange traded funds. Students will focus on analysis of corporate risk exposure and hedging strategies to limit the risk. Students will utilize risk management software, option valuation tools, and other modeling tools used for corporate hedging. Prerequisite(s): For MBA Program students: MBA500, Intro to MBA and MBA516, Financial Markets For Certificate students: Intro to WebCT workshop and an upper level undergraduate Marketing course. 3 semester hours

MBA538 Advertising and Promotion
This course will help students to develop the knowledge and skills to understand the nature and power of advertising, to gauge attitudes toward particular product categories and advertising messages, to use and measure various media, and to consider the ethical implications underlying the advertising message to market the products of the organization. There will be a special focus on the means of developing a strategic marketing campaign for new products. Prerequisite(s): For MBA Program students: MBA500, Intro to MBA and MBA522, Strategic Marketing For Certificate students: Introduction to WebCT workshop and an upper level undergraduate Marketing course. 3 semester hours

MBA540 Strategic Investments
This course explores the business valuation process from the perspective of business managers, financial practitioners, and investors. Students will analyze the recent increase in value-based practices, drivers of value in corporations, how to make value happen, and value-based initiatives related to corporate restructurings. The course will also explore variations on company valuations including conglomerates, technology firms, cyclical firms, and valuation outside the United States. Prerequisite(s): For MBA Program students: MBA500, Intro to MBA and MBA516, Financial Markets For Certificate students: Introduction to WebCT workshop and an upper level undergraduate Finance course. 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

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 data validation, interactive communication and online updating of a master file. Topics include methods used to interface with a user-operator, design of
MGT243  Office Information Systems
Examines office information and decision support systems as emerging and critical elements in business data and information systems. Emphasizes information processing considerations at the systems level, including analysis and management of support activities such as data and records management, electronic filing and retrieving systems, word processing, micro- and reprographics, and (tele) communications. Prerequisite: MGT140 or MGT150. 4 quarter hours

MGT250  Introduction to Electronic Commerce
This course focuses on operation of a business conducted entirely on the Internet (e-commerce) and the integration of the Internet into business (e-business). Prerequisite: MGT140. 4 quarter hours

MGT256  Learning Through the Case Study Method
There are various ways to learn. This course teaches how to learn experientially through the case study method. The student will learn by participating in case study analysis emphasizing management situations in formal organizations. The goal is to better enable the student to learn to ask the right questions, to analyze, to choose and to solve problems in management situations. 2 quarter hours

MGT264  Stress Management
Explore the major causes of job-related stress and learn various coping skills. Identify stressors and enhance the ability to survive in the workplace. 2 quarter hours

MGT270  Survey of International Business
Exposes students to the interrelationship between international business firms and their international, external, economic, political, and cultural environments. Addresses the international adaptations necessary in marketing, finance, and personnel approach, which accompany the lecture format. Prerequisite: MGT101. 4 quarter hours

MGT300  Principles of Marketing
Studies the marketing concept including discovering consumer needs, translating the needs and wants into products and services, creating the demand for the products and services, and expanding the demand. Prerequisite: MGT101. 4 quarter hours

MGT301  Principles of Finance
Addresses the financial aspects of a business: financing operations, combinations and the organization of a business; how the financial function of a business relates to the financial community. Prerequisites: MGT101, MGT122, and LAS250 or LAS255. 4 quarter hours

MGT302  Principles of Management and Supervision
Examines the actual roles managers play in complex organizations. Prepares aspiring managers and professional/technical employees for management positions while helping them to work more effectively with current managers. Examines management theory critically for utility in light of actual practice. Prerequisite: MGT101 and MGT106, LAE101 and LAS250 or LAS255 recommended. 4 quarter hours

MGT303  Business Research and Communication
Addresses functional uses of communication in planning, organizing, staffing, directing, and controlling. Discusses methods of researching business information and techniques for presenting collected data. Fosters development of organization, documentation, and style in oral and written reports. Prerequisites: MGT101 and MGT106. 4 quarter hours

MGT304  Business Ethics
Introduces basic ethical principles within a business framework. Addresses standards of ethical conduct within the business community; codes of ethics; concerns over corporate behavior; ethical responsibilities to firms, employees, customers, stockholders, and others in society. Examines advantages of professional codes of ethics. Prerequisites: MGT101, MGT302 and MGT106 or LAE101. 4 quarter hours

MGT305  Operations Management
Represents a blend of concepts from industrial engineering, cost accounting, general management, quantitative methods, and statistics. Covers production and operations activities, such as forecasting, choosing for an office or plant, allocating resources, designing products and services, scheduling activities, and assuring quality. Prerequisites: MGT101, MGT220 and LAM216. 4 quarter hours

MGT307  Consumer Behavior
Draws on the behavioral sciences to provide insight into consumer needs, wants, and behavior in the marketplace. Emphasizes how the manager in business and non-business organizations can build an understanding of the individual consumer into the marketing decisions of goods and/or services. Provides an overview of the role of consumer research. Prerequisite: MGT300. 4 quarter hours

MGT309  Advertising
Covers advertising as it pertains to the development of a marketing promotion 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

MGT312  Marketing Research
Studies the research process as an aid to planning and decision making.
in marketing management. Topics include the role of research and information system in defining and planning research needs, obtaining marketing information, and identifying target markets. Attention is also given to product and advertising research and market and sales analysis. Prerequisites: MGT300 and LAM216. 4 quarter hours.

MGT314 JAVA Programming
This course is designed to teach the beginning programmers in developing applications and applets using Java programming. This course also introduces students to object-oriented programming concepts along with Java syntax to implement them. Fundamentals of structured logic using decisions, loops, and array manipulation are discussed. Prerequisite: MGT140 and MGT347. 4 quarter hours

MGT315 Corporate and Partnership Taxation
Provides basic concepts of taxation of the corporation and the preparation of corporate tax forms. Emphasizes understanding of the various deductions allowable in the determination of the corporate taxable income. Prerequisite: MGT221. 4 quarter hours

MGT316 Sales Organizations and Selling
Covers the design, development, sales department relations, personnel management in the selling field, sales budgets and cost analysis and their impact on the sales organization. Also examines the role of selling on the marketing program mix, the elements of effective selling, and the development of an effective sales team. Considers current issues related to sales organizations and selling. Prerequisites: MGT300 and MGT302. 4 quarter hours.

MGT317 Retailing
Focuses on what someone entering the retailing field really needs to know. The retailing environment will be analyzed, examining customers and competition in retailing. Merchandising, buying, handling, pricing, advertising and promotion, and customer service will be explored. Location analysis will also be examined as a success factor in retailing. Prerequisite: MGT300. 4 quarter hours

MGT319 Money and Banking
Examines financial institutions, systems, regulating bodies, and policies. Prerequisites: MGT101 and LAS250 or LAS255. 4 quarter hours

MGT320 Intermediate Accounting I
Presents a thorough investigation of Generally Accepted Accounting Principles (GAAP) underlying corporate financial statements. Emphasis is placed on the qualitative characteristics of accounting information and the objectives of financial reporting. Covers the accounting and reporting requirements for receivables and inventories, compound interest, and annuities. Prerequisite: MGT122. 4 quarter hours

MGT321 Intermediate Accounting II
Involves students in a thorough investigation of Generally Accepted Accounting Principles (GAAP) underlying the financial reporting of marketable securities; contingent liabilities; plant, property and equipment; and long-term debt. Introduces the accounting and reporting requirements for capital stock, stock rights, stock warrants, convertible securities, and deferred income taxes. Prerequisite: MGT320. 4 quarter hours

MGT322 Intermediate Accounting III
Involves students in a thorough investigation of Generally Accepted Accounting Principles (GAAP) underlying the financial reporting of pension plans, capital and operating leases, discontinued operations, changes in accounting principles, and earnings per share. Introduces the accounting requirements for changing prices, interpreting and analyzing financial statements, and reporting of financial-statement disclosures. Prerequisite: MGT321. 4 quarter hours

MGT323 Cost Accounting
Introduces students to the field of management accounting focusing on the development of useful cost information for product costing and management reporting purposes. Develops an understanding of management decision making through the application of cost behavior analysis, product costing methods, variance analysis, cost allocation techniques, and transfer pricing. Prerequisite: MGT220. 4 quarter hours

MGT324 Electronic Accounting
Combines accounting and computer science in a timely and creative fashion to illustrate accounting practices in today's environment. Uses basic but comprehensive computerized software to give the student "hands-on" experience with the most common applications. Guides students through computer-based accounts receivable, accounts payable, general ledger, and other related modules. Prerequisites: MGT122; MGT140 or MGT243. 4 quarter hours

MGT325 Data Mining and Warehousing
Introduction to the fundamental concepts of data mining including motivations for and applications of data mining. The course provides an overview of the ethics and privacy issues with respect to invasive use, and an exploration of data mining methodologies. Introduces techniques for mining information from the web including logs, forms, cookies, user identification and path analysis. Prerequisite(s): MGT403.

MGT326 Securing Corporate Information Assets
The proliferation of corporate databases and the development of telecommunication network technology as gateways to intrusion are examined. Ways of investigating the management of the risk and security of data systems are presented as a function of design through recovery and protection. Issues of risk and security, as they relate to specific industries and government, are major topics in the course. Examples are presented of how major technological advances in computer and operating systems have placed data, as tangible corporate assets, at risk. Quantitative techniques for risk assessment and for qualitative decision making under uncertainty are explored. Prerequisite(s): MGT403.

MGT327 Procuring, Managing and Leading High-Tech Workers
This course is geared towards the human resource official and line manager who recruit, manage and retain those professionals who think
and act as free-agents. The purpose of this course is to provide concrete advice on day-to-day procurement, management, and retention issues specific to the high technology employee. It provides insights into different ways of thinking about and managing the higher-paid, highly sought after, and often introverted employee. The course also emphasizes how managers can more effectively manage the internal and external environment that relates to the management of information technology human resources. Prerequisite(s): MGT403.

MGT328 Enterprise Resource Planning
Course provides an overview of enterprise resource planning. Students will learn how to create a seamless integration of information flow through an organization by combining various sources of information into coherent software applications and databases. They will also learn how to transform business processes to create a seamless flow in supply chains. The course presents the origins and evolution of ERP along with trends and issues it has created. Prerequisite(s): MGT403.

MGT340 Systems Analysis and Design
This course presents a systematic structural approach to systems analysis and design. It covers all the phases in systems life cycle from conception to implementation and evaluation. Prerequisites: MGT 207 and MGT240 or Instructor’s agreement. 4 quarter hours

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,
COURSE DESCRIPTIONS

MGT375 Management and the Not-For-Profit Organization: A Case Study of the Field Museum
The purpose of the class is to provide business students with an understanding of not-for-profit business by using the Field Museum. Each week students will meet with one of the internationally renowned administrators of the Museum who will explain the operations and the business side of the museum. Students will be provided with knowledge in financial, human resource management, purchasing, development, fund raising, and strategic management as it relates to the not-for-profit world renowned Field Museum. Prerequisite(s): Senior status and instructor’s permission. 4 quarter hours

MGT400 Business Strategy
Designed as an integrative course to synthesize and apply concepts covered throughout the program. Provides case study approach to corporate strategy, top management strategy and policy making, integrating the functional divisions of an organization through analysis and solutions to complex business situations. Goal is for students to enhance their abilities to think strategically in their careers. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration or NLU courses MGT301, MGT302, MGT303, and MGT305. 4 quarter hours

MGT403 Introduction to BSM/Business Administration
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 assessed. This course is a prerequisite to all other BSM courses. 1 quarter hour

MGT406 Applied Business Analysis
The purpose of this course is to equip students with the knowledge, skills, and tools needed to make informed and sound business decisions. Prerequisite(s): Admission to BSM Program and MGT403. 4 quarter hours

MGT407 Advanced Business Writing
Builds upon the communication process and further advances basic communication skills through intensive practice in the types of writing and oral presentations required in the business world. Fosters the development of students’ written and oral presentation skills. Forms of business correspondence include: memorandum, routine business letters, letters conveying good or bad news, persuasive letters, letters of application, and resumes. Goal is to learn to present ideas, reports, etc. clearly and concisely. Students refine both written and oral presentation skills by applying them to management issues. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration. 4 quarter hours

MGT408 Issues in International Business
Draws upon students’ understanding of global business. Examines the interrelationship between international business firms and their international, external, economic, political, and cultural environments and how these affect a manager’s responsibilities. Discusses the international adaptations necessary in marketing, finance, and personnel approach. Applies students’ understanding of overall business issues to issues they may confront as global managers or as they deal with global managers. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration program. 4 quarter hours

MGT409 Issues in Consumer Behavior
Draws upon behavioral sciences to provide insight into consumer needs, wants, and behaviors in the marketplace. Provides an emphasis on 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, leading to an application of quantitative and analytical skills acquired in other courses. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration. 4 quarter hours

MGT410 Management and Supervision
This course examines management theories and practices by exploring the roles, responsibilities, and challenges of managing today’s fast-changing organizations. Students will conduct a self-assessment related to essential managerial competencies. Prerequisite: Admission to the BSM Program and MGT403. 4 quarter hours

MGT412 Organizational Behavior
This course examines organizations from an individual, group and macro-organizational perspective. Emphasis is placed on decision-making, corporate culture, power and politics, and managing change in organizations. Prerequisite(s): Admission to the BSM Program and MGT403. 4 quarter hours

MGT413 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. 4 quarter hours

MGT414 Business Research Methods and Communication
Builds upon students’ written and oral communication skills by examining the functional uses of communication in planning, organizing, staffing, directing, and controlling. Provides a framework for researching business information and techniques for presenting collected
data. Develops skills in organization, documentation, and style in oral and written reports. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration. 4 quarter hours

MGT416 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

MGT417 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

MGT418 Concepts and Applications in Financial Management
Examines managerial impact of the financial aspects of a business and their impact on managers: financing operations, combinations, and the organization of a business; how the financial function of a business relates to the financial community; also reviews basic financial statements such as the income statement, the balance sheet, etc. to familiarize students and enable them to apply their understanding of these concepts and documents to other managerial perspectives. Prerequisite(s): Enrollment in the cohort, degree completion Bachelor of Arts in Business Administration. 4 quarter hours

MGT420 Advanced Accounting
Introduces the student to the accounting concepts and principles underlying multicorporate financial statements with emphasis on consolidation, cost vs. equity ownership accounting, and purchase vs. pooling business combinations. Covers partnerships—their formation, operation, and liquidation. Prerequisite: MGT322. 4 quarter hours

MGT421 Accounting for Governmental and Nonprofit Entities
Covers the accounting and reporting systems for governmental and nonprofit entities such as hospitals, colleges and universities, voluntary health and welfare organizations. Prerequisite: MGT122. 4 quarter hours

MGT422 Principles of Auditing
Provides an introduction to auditing for accounting students who do not have significant auditing experience. Explains the analytical methods and quantitative decision aids that auditors use in practice to translate these considerations into specific decisions on the nature, timing, and extent of audit procedures. Covers the auditor’s methods of obtaining evidence as a basis for expressing an opinion on financial statements. Prerequisite: MGT420. 4 quarter hours

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

MGT428 Ethical Issues in Business and Management
Builds upon an understanding of ethical principals and applies those within a business and managerial framework. Explores the interrelationship between managerial effectiveness and efficiency and ethics. Examines ethical issues that managers confront and develops a potential framework for dealing with those issues. Reviews and discusses recent examples of ethical issues in business and management. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration. 4 quarter hours

MGT430 Communication in Organizations
In this course students examine the role of communication in managing organizations. Communication is explored at the intrapersonal, interpersonal, group, and organizational levels. Overall focus is on improving students’ analytical abilities to address managerial aspects of organizational communication. Prerequisite(s): Admission to BSM Program and MGT403. 4 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(s): Admission to BSM Program and 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

MGT434 Accounting and Budgeting for Managers
Draws upon students’ understanding of accounting principles 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. Also examines and applies budgeting as a managerial responsibility and a managerial tool. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration program. 4 quarter hours
MGT 436  Critical Thinking and Analysis
This course explores the practical relevance of critical thinking for managers—with special emphasis placed on the decisional aspects of management. Topics focus on stimulating the right kind of thinking to foster new managerial insights, improving managerial problem solving and decision-making, and on strengthening each student’s ability to articulate well-reasoned solutions to any business problem, challenge, or opportunity. Prerequisite(s): Admission to the BSM Program and MGT 403. 4 quarter hours

MGT 437  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: MGT 403, MGT 433. 4 quarter hours

MGT 438  Information Management Systems
Draws upon a fundamental understanding of the value and uses of information technology in business operations, managerial decision making, and in creating a competitive advantage for the enterprise. 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. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration. 4 quarter hours

MGT 439  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

MGT 440  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: MGT 340. 4 quarter hours

MGT 442  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: MGT 241, MGT 343. 4 quarter hours

MGT 444  Financial Decision Making
The focus of this course is on understanding theory and practice of financial management of organizations. Topics include financial statement analysis, time value of money, investment/business valuation, acquisitions/divestitures, and basic budgeting. Prerequisite(s): Admission to the BSM Program and MGT 403. 4 quarter hours

MGT 445  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: MGT 340 and MGT 341. 4 quarter hours

MGT 446  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: MGT 140; one programming course recommended. 4 quarter hours

MGT 447  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

MGT 448  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 database system features and uses in real world companies. 4 quarter hours

MGT 449  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

MGT 451  Quantitative Methods for Managers
Builds on the students’ mathematical knowledge. Reviews, and further develops, numeric, algebraic, and graphical skills used by managers to solve practical problems, and make decisions based on quantitative data. The course combines two linked themes: statistics and modeling. Topics include, but are not limited to: review of algebraic techniques, descriptive statistics, probability distributions, estimation and hypothesis testing, correlation, simple and multiple linear regression, contingency tables, time series analysis and forecasting, comparisons between two populations, optimization using linear programming, mathematical models for inventory control, project scheduling, quality control, and simulations. Integrates computer software applications throughout.
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<td>MGT457</td>
<td>Consumer Decision Making</td>
<td>Admission to the BSM Program and MGT403</td>
<td>4</td>
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<tr>
<td>MGT458</td>
<td>Marketing for Managers</td>
<td>Admission to the BSM Program and MGT403</td>
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<td>MGT459</td>
<td>Competitive Analysis</td>
<td>Admission to the BSM Program and MGT403</td>
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<td>MGT462</td>
<td>Systems Development Life Cycle</td>
<td>Admission to the BSM Program and MGT403</td>
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<tr>
<td>MGT463</td>
<td>Understanding Markets</td>
<td>Admission to the BSM Program and MGT403</td>
<td>4</td>
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<tr>
<td>MGT464</td>
<td>Macroeconomics for Managers</td>
<td>Admission to the BSM Program and MGT403</td>
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<tr>
<td>MGT465</td>
<td>Human Resource Management Practices</td>
<td>Admission to the BSM Program and MGT403</td>
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<tr>
<td>MGT466</td>
<td>Understanding Markets</td>
<td>Admission to the BSM Program and MGT403</td>
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<tr>
<td>MGT467</td>
<td>Macroeconomics for Managers</td>
<td>Admission to the BSM Program and MGT403</td>
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<tr>
<td>MGT468</td>
<td>Human Resource Management Practices</td>
<td>Admission to the BSM Program and MGT403</td>
<td>4</td>
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This course builds on basic legal and ethical principles within a management context. It provides a critical analysis of legal principles related to: protecting consumers; employee hiring, promotion, compensation, safety, and termination; and managerial behaviors and responsibilities. Students will learn to critically assess principles related to ethical traditions, moral development, and codes of conduct. This course also emphasizes the application of legal and ethical principles within the complex situation of multinational business and multicultural work forces. Prerequisite(s): Admission to the BSM Program and MGT403. 4 quarter hours

This course will examine the nature of industry analysis at four levels: the industry, the product class, the product type or category, and local competition. This course will examine the five major competitive forces according to Michael Porter's model of "Five Competitive Forces." These include present competitors, potential competitors, bargaining power of suppliers, bargaining power of buyers, and the threat of substitute products. Also examined are critical factors of success within the industry based on product, place, promotion, and location. Finally, the course will examine ethical standards for gathering competitive intelligence as established by the SCIP (Society of Competitive Intelligence Professionals). Prerequisite(s): Admission to the BSM Program and MGT403. 4 quarter hours

This course will cover how to plan and manage projects of any type. Students will learn and apply principles, techniques, and tools for taking a project from inception to the delivery of business value. Special emphasis is placed on understanding the interplay between project requirements, such as scope, quality, productivity, budget, resources, and schedule. Prerequisite(s): Admission to the BSM Program and MGT403. 4 quarter hours

This course will introduce the student to the concept of consumer interest, that ultimately results in personal decision making. The student will develop an understanding of the factors (both internal and external) that influence the marketplace and the consumer. Students will examine and research those influencing factors to best determine the nature of the thought processes an individual will employ in her/his decision to purchase or to gain ownership of personal commodities. Prerequisite(s): Admission to the BSM Program and MGT403. 4 quarter hours

This course will examine the nature of organizational setting, 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

MGT472 Forecasting and Predictive Markets
This course is designed to help managers become better financial planners. Risk is inherent in conducting business activities. To add value, companies will take risks. It is important for managers to understand these risks and how to manage them. Good financial planning includes understanding the strategy of an organization and its relationship to finance. Prerequisite(s): Admission to the BSM program; MGT403. 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 structure, organization, planning, control, & management. Material covered in this course centers around field-based research and case study analysis. Prerequisite: MGT403. 4 quarter hours

MGT474 Corporate Finance
The course will explore advanced topics in corporate finance. The two prime areas of focus are on Capital Markets (Security Selection, Portfolio Creation, and Risk) and Valuation (Advanced Discounted Cash Flow Model Creation and Concepts related to corporate resource and return maximization). Prerequisite(s): Admission to the BSM Program and 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

MGT481 Advanced Concepts in Operations Management
Draws upon an understanding of production and operations management, utilizing a blend of concepts from industrial engineering, cost accounting, general management, quantitative methods, and statistics. Builds upon an understanding of production and operation activities such as forecasting, choosing an office or a plant, plant layout, allocating resources, designing products and services, scheduling activities, and assuring quality. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration. 4 quarter hours

MGT482 Strategic Management
This course explores the components of the strategic management process. Various levels of strategy—functional, business, global, and corporate—are explored. Students are encouraged to think strategically when making business decisions. Prerequisite(s): Admission to the BSM Program and MGT403. 4 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

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

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. Zero credit hours.

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 resources 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

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
This course provides an introduction to graduate study in the Masters in Management curriculum. Students examine leadership and management processes through reading and discussion of both classic and contemporary leadership articles. The course provides a survey of historical leadership and management theories, as well as an understanding of the many challenges facing leaders in the 21st Century organizational life. Prerequisite(s): none. 3 semester hours

MGT543 Assessment of Leadership in Organizations
While learning about assessment instruments and the research processes behind them, students examine their own leadership and management skills and styles. Through completing and getting feedback from several nationally normed assessments, students focus on their key management and leadership interpersonal behaviors, their knowledge of preferred leader behaviors, their emotional intelligence, and their personality type strengths and challenges in the workplace. [core] Prerequisite(s): graduate standing. 3 semester hours

MGT544 Effective Problem Solving & Decision Making
This course focuses on skillful problem-solving and decision-making as keys to effective managerial leadership. Students focus on specific work situations, learning to apply both experience-based and formal problem solving methods. With the aims of minimizing their deficiencies and enhancing their strengths, students examine their thinking and decision making preferences and practices. They learn ways to engage in comprehensive, flexible thinking, thus enhancing their abilities to generate good alternatives, design something new, and successfully plan and implement. Finally, students learn how to identify and avoid reasoning fallacies so that they can present sound, persuasive arguments for their problem solutions and decisions. Prerequisite(s): None, although this is a course in the Master of Science in Management With Special Emphasis on Organizational Leadership. It is also part of a set sequence of courses and either incorporates or builds upon material from previous courses, such as the assessment results for MGT543, Assessment of Leadership in Organizations. 3 semester hours
MGT545  Organizational Analysis
Students in this course use systems analysis to investigate how organizations work. Focusing on the complex issues surrounding organizational performance, students acquire tools they need to conduct a thorough performance analysis of their own work units, as well as their entire organization. In addition, students assess the effects of organizational cultures and structures in their workplaces. Prerequisite(s): The course builds on the skills learned in the MGT544-Effective Problem Solving and Decision Making, and MGT552-Practicum in Proposal Development for Organizational Improvement.

MGT546  Organizational Design & Innovation
Building on the principles and techniques of organizational analysis, students explore the role of the leader as change agent and critically examine the concepts of change and innovation as ongoing processes for organizational renewal. Students investigate and apply methods of shaping the innovative organization of tomorrow by evaluating major elements of organizational design--structure, business processes, roles, responsibilities, work assignments, equipment/technology, information flow, and interaction. They also learn to apply concepts and techniques of organizational development to determine the need for change, to plan for change, to implement change, and to measure improvement as a result of change. Prerequisite(s): This course builds upon the concepts taught during MGT545-Organizational Analysis.

MGT547  Ethical Practices of Leaders
In this capstone course, students explore both toxic and exemplary leadership practices and the ethics and values associated with them. At the same time, students examine their own personal ethical philosophies, how they live their personal philosophies in their own organizations, and what they might change in their professional lives to allow them to better lead others. Prerequisite(s): none.

MGT548  Practicum in Leadership Development
Building on their individual assessments in MGT543 and their experiences in Effective Problem Solving, students engage in a series of structured leadership development activities over the five-month duration of this course. These include increasing skills in an area of emotional intelligence and in three self-chosen leadership dimensions through reading, action, and reflection. Learning is documented in a series of brief, reflective "Leadership Development Reports." Students work independently and through feedback from their professor, meeting as a group only twice--at the beginning and at the end of the course. Prerequisite(s): Graduate standing.

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.

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.

MGT551  Leadership & High Performance Teams
This course equips students with knowledge, skills, and tools relevant to working with and within teams--both local and virtual. Topics studied include group dynamics and group decision-making, reasons teams fail, and ways to make collaboration work through effective human relations skills. Through working in small teams during the course, students will learn to apply skills and concepts which assure team success. The focus is on skills necessary for building and participating in high performance teams in the 21st Century. Prerequisite(s): This course builds on concepts taught during MGT542-Leadership Theory and Practice, and MGT549-Organizational Communication.

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. The course lasts approximately five months and is largely individualized study, plus three class meetings. It culminates in students making executive briefings to their classmates on their proposals. Prerequisite(s): Graduate standing.

MGT553  Strategic Leadership in Organizations
Strategy-making is the on-going, participatory process that maintains an organization’s strategic focus with maximum flexibility and adaptation to changing environmental demands. Strategic leaders manage the strategy-making choices within organizations. As both art and science, strategic leadership requires analytical, intuitive, and reflective thinking. In this course, students hone analytical skills by conducting an organizational strategy audit and strengthen imagination, intuition, and “information sense-making” by developing scenarios that envision various businesses and organizational futures. Prerequisite(s): This course builds on all of the previous courses in the program.

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 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/A2/A3 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 (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 student-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.

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.
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. The 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
- Mathematics – Elementary
- Mathematics – Junior High/Middle School
- Psychology/Human Development
- 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 program coordinator 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 an academic 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.

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 grade appeal process.

Professionalism

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, as measured by University classrooms and field experiences and implemented by the College faculty and Cooperating Field Personnel.

The following constitutes a basis for denial of admission to student teaching, removal from a teacher education program, or a remediation process prior to continuing the 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 (Early Children) or at the kindergarten through 9th grade level (Elementary Education). Students should meet regularly with their advisors.

Articulation agreements with the Chicago City Colleges and other community colleges in Illinois offer 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 passed the ISBE Basic Skills Test and have completed specific community college courses earning a grade of C or better. Students interested in this transfer program should contact an
Early Childhood Education

Early Childhood (B.A.) Type 04 Certification

The Bachelor of Arts in Early Childhood Education program (Type 04 Certification) is designed for students who desire the Illinois Initial Early Childhood Type 04 teaching certification. 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 grade three.

Admission Requirements

Students must apply and be admitted to National-Louis University prior to submitting an application for admission to the Bachelor of Arts in Early Childhood Education program (Type 04 Certification). General University admission requirements are listed on pages 22-25.

In a second application process, students must apply for admission to the BA ECE program (Type 04 Certification). Students must be admitted to the BA ECE program (Type 04 Certification) prior to enrollment in major courses.

To be eligible for admission to the BA ECE program (Type 04 Certification), students must:

• Complete the general education and ECE foundational courses.
• Have a cumulative GPA of 2.5 or better on a 4.0 scale on all previous coursework.
• Have a grade of C or better in any of the foundational educational coursework.
• Students must submit yearly proof of a negative TB test and documentation of a clear fingerprint criminal background check from the Illinois State Police. The results of each document are valid for 12 months.
• Take and pass the Illinois Test of Basic Skills*

* 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.

Program-specific General Education Requirements 60 QH

The B.A. Early Childhood Education program (Type 04 Certification) requires a minimum of 60 quarter hours or the equivalent in general education coursework for the completion of the B.A. degree. This includes demonstration of competence in all areas of general education as well as INTASC Standards and Illinois Professional Teaching Standards. The program accepts the following types of equivalent work: transfer from approved and accredited institutions, appropriate scores in advanced placement tests, and passing scores in CLEP and DANTES examinations.

1. Communications
   Two Written Communication courses 10
   One Speech course 5

2. Humanities
   One Humanities course 5

3. Fine Arts
   One Fine Arts course 5

4. Quantitative Reasoning
   Two college level Mathematics courses (course in Basic Statistics recommended but not required) 10

5. Physical and Life Sciences
   One Life Science course* 5
   One Physical Science course* 5
   *One course must have a laboratory component

6. Social Sciences
   One U.S. Politics course 5
   One Non-Western/Global Social Science course 5

7. Behavioral Sciences
   One Developmental Psychology course 5

Foundational Requirements 52 QH

ECE202 Developmental Theory and Practice 5
ECE205** Child Study I: Infant and Toddler 2
ECE206** Child Study II: Preprimary 2
ECE310 Child, Family, and Community 5
ECE320 Speech and Language Development 3
ECE405 Preprimary Methods: Language Arts, Art, Music, and Movement 3
ECE406 Preprimary Methods: Social Studies, Science, Math 3
ECE460*** Early Childhood Practicum 7
LAE307 Literature for Children 5
SPE300 Survey of Exceptional Children 5
   (must have grade B or better to transfer)

One Developmental Psychology course 5

Additional appropriate coursework to complete Foundational requirements 2-10

Professional Education Sequence 38 QH

Prior to entry into the Professional Education sequence, students must pass the Illinois Test of Basic Skills. Prior to entry into ECE470 students must complete a minimum of 100 clock hours of preclinical...
experience. Prior to application for certification students must pass the State of Illinois Early Childhood Content test and the State of Illinois Assessment of Professional Teaching.

** ECE207** Child Study III: Primary 2
ECE315 History and Philosophy of Early Childhood Education 5
ECE330 Instructional Technology 3
ECE340 Classroom Management in Early Childhood Education 5
ECE470*** Full-Day Primary Student Teaching 14
CIS481 Theory and Methods of Teaching Primary Social Studies 1
MHE481 Theory and Methods of Teaching Primary Mathematics 3
RLI481 Theory and Methods of Teaching Primary Reading and Language Arts 3
SCE481 Theory and Methods of Teaching Primary Science 2

** Includes 35 documented preclinical hours. A limit of 20 hours of observation taken as part of previous coursework may be accepted with faculty approval.

*** Application to participate in Student Teaching (ECE 470) must be made two quarters prior to the quarter of the student teaching experience. See the course schedule or an academic advisor for deadline dates.

Psychology/Human Development Standard Teaching Concentration 30 QH

All Early Childhood Education students are required to have a standard teaching concentration consisting of 30 quarter hours in Psychology/Human Development, in addition to the 10 hours in Developmental Psychology. Fifteen quarter hours must be upper-level.

The following courses comprise the Psychology/Human Development Standard Teaching Concentration:

Two lower-level Psychology courses
Life Span Development (Must be completed at NLU)
Cognitive Psychology course (Must be completed at NLU)
Social/Clinical Psychology course (Must be completed at NLU)
Community Psychology course (Must be completed at NLU)

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. The ten hours of developmental Psychology courses required for the program can be counted as part of the 45 hours.

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Elementary Education

Elementary Teacher Education Program (B.A.)

Beginning Fall 2007 major changes have been made in the B.A. Elementary Education Program; consult an academic advisor if you have questions about your specific course requirements for graduation.

This program is approved by the Illinois State Board of Education for kindergarten through 9th grade.

Admission Requirements

- Students must apply and be admitted to National-Louis University prior to submitting an application for admission to the Elementary Education program, according to guidelines published on the NLU Web site at www2.nl.edu/elemed and in consultation with your academic advisor.
- Students must take and pass the Illinois Basic Skills Test prior to applying for admission to the Elementary Education program. These examinations are offered 6 times during the year; test dates are available from program offices or at www.icts.nesinc.com.
- 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 Elementary Education program.
- Applicants must have a GPA of 2.5 or higher at National-Louis University with a standard of at least 2.0 in each of the following disciplines: Mathematics, Science, Humanities, and Social Sciences. Students must submit yearly proof of a negative TB test and documentation of a clear fingerprint criminal background check from the Illinois State Police. The results of each document are valid for 12 months.
- Students will not be admitted to the Elementary Education program with a grade of “D” or “F” in any of the foundational educational coursework. A student who received a “D” or “F” in a foundational course must petition the Undergraduate Admission and Retention Council to receive permission to retake the course.
- Students are expected to apply for admission by the published deadline. Application dates are published in the University Schedule, and application forms are available on each campus through your academic advisor.
- Once admitted, the program of each student is reviewed each term during his/her professional sequence by the appropriate faculty to determine continued eligibility in the Elementary Education program. (see Admission and Retention policies)
Program-specific General Education Requirements 76 QH

The program requires a minimum of 76 quarter hours or the equivalent in General Education coursework for completion of the B.A. degree. This includes demonstration of competence in all general education areas, as well as INTASC Standards and Illinois Professional Teaching Standards. The Elementary Teacher Education Program accepts the following types of equivalent work: transfer of courses with a “C” or higher from approved and accredited institutions, appropriate scores on advanced placement tests, and passing scores on CLEP and DANTES examinations. Contact your academic advisor for information.

1. Communications
   LAE101 English Composition I 5
   LAE102 English Composition II 5
   LAT210 Effective Speaking 5

2. Humanities
   Literature course 5
   Humanities course 4

3. Fine Arts
   Fine Arts course 4
   (LAA110 - Introduction to Art 2QH and LAU110 - Introduction to Music 2QH preferred)

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 8
   *One course must have a laboratory component

6. Social Sciences
   United States History course 5
   LAS120 American Politics 5
   LAS300 Contemporary World Cultures OR other social science non-Western, global course 5

7. Behavioral Sciences
   LAP201 Developmental Psychology 5

Standard Teaching Concentration 30 QH

(See concentration options list on page 232.)

Please consult an academic advisor for more information regarding the requirements for each Standard Teaching Concentration.

Foundations in Education Requirements (Prerequisites for admission to College of Education) 24 QH

ELE300 Elementary Education: Practicum I Seminar/Field Experience 4

ELE315 History and Philosophy of Education 3-5
TIE300 Introduction to Technology in the Classroom 3
EPS301 Educational Psychology for Teachers 3
(S or equivalent transfer course)
SPE300 Survey of Exceptional Children 5
ELE345 Methods of Teaching Arts Education 3
ELE347 Methods of Teaching Health and Physical Education 3

Professional Education Requirements 16 QH

CIS480A Methods of Teaching Social Studies 4
MHE480A Methods of Teaching Mathematics 4
RLL480A Methods of Teaching Reading & Language Arts 5
SCE480A Methods of Teaching Science 3

Field Experience 22 QH

ELE410 Elementary Education: Practicum II 3
ELE415 Elementary Education Practicum II: Field Experience 2
ELE420 Elementary Education: Practicum III 3
ELE425 Elementary Education Practicum III: Field Experience 2
ELE470 Elementary Education: Student Teaching 12

To meet certification requirements, general education must total 106 quarter hours and specific certification area requirements must be met.

To meet degree requirements, a minimum of 60 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. This requirement will be fulfilled in the Practicum I, II and III field experience.

National College of Education Non-Certification Undergraduate Degree Programs

Early Childhood Practice

Early Childhood Practice Program (B.A.) Non-Certification

The Bachelor of Arts in Early Childhood Practice program (Non-Certification) is designed for students whose interests are in early development and education but who do not wish to be certified
After completing the course requirements, students must submit yearly proof of a negative TB test and documentation of a clear fingerprint criminal background check from the Illinois State Police. The results of each document are valid for 12 months.

Program-specific General Education Requirements 60 QH

The B.A. Early Childhood Practice program (Non-certification) requires a minimum of 60 quarter hours or the equivalent in general education coursework for the completion of the B.A. degree. This includes demonstration of competence in all areas of general education. The Early Childhood Practice program accepts the following types of equivalent work: transfer from approved and accredited institutions, appropriate scores on advanced placement tests, and passing scores on CLEP and DANTES examinations.

1. Communications
   Two Written Communication courses 10
   One Speech course 5

2. Humanities
   One Humanities course 5

3. Fine Arts
   One Fine Arts course 5

4. Quantitative Reasoning
   Two college level Mathematics courses 10
   (course in Basic Statistics recommended but not required)

5. Physical and Life Sciences
   One Life Science course* 5
   One Physical Science course* 5
   *One course must have a laboratory component

6. Social Sciences
   One U.S. Politics course 5
   One Non-Western/Global Social Science course 5

7. Behavioral Sciences
   One Developmental Psychology course 5

Foundational Requirements 52 QH

ECE202 Developmental Theory and Practice 5
ECE205** Child Study I: Infant and Toddler 2
ECE206** Child Study II: Preprimary 2
ECE310 Child, Family, and Community 5
ECE320 Speech and Language Development 3
ECE405 Preprimary Methods: Language Arts, Art, Music, and Movement 3
ECE406 Preprimary Methods: Social Studies, Science, Math 3
ECE460*** Early Childhood Practicum 7
LAE307 Literature for Children 5
One American History course 5
SPE300 Survey of Exceptional Children 5
   (must have grade B or better to transfer)
One Developmental Psychology course 5
Additional approved course(s) to complete Foundational requirements 2-10

Professional Education Requirements for the B.A. in Early Childhood Practice: 38 QH

Major Concentration 38 QH

31 quarter hours selected from the following:

ECE301 Understanding Infants and Toddlers 5
ECE302 Essentials of Infant-Toddler Care 3
ECE321 Curriculum and Teaching in the Infant and Toddler Classroom 5
ECE322 Developing Early Childhood Programs 5
ECE326 Administration of Early Childhood Programs 5
ECE330 Instructional Technology 3
ECE335 Best Business Practices in Family Child Care 5
ECE336 Best Practices in Early Childhood Education for Infants, Toddlers, and Families 5
ECE337 Ethics and Professionalism in Early Childhood Education 5
ECE340 Classroom Management in Early Childhood Education 5
Or other courses with consent of advisor

7 quarter hours from ONE of the following:

ECE 492*** Internship: Child Care Center and Preschool Practice 7
ECE 493*** Internship: Infant and Toddler Care Development 7

** Includes 35 documented preclinical hours. A limit of 20 hours of observation taken as part of previous coursework may be accepted with faculty approval.

*** Application to participate in field experiences (ECE 460 and ECE 492 or ECE 493) must be made two quarters prior to the quarter of.

Admission Requirements

Requirements to be admitted to the BA Early Childhood Practice program (Non-certification) are the same as the requirements to be admitted to National-Louis University (see pages 22-25). In addition to these requirements, applicants must sign and submit the "Student Acknowledgement of BA ECP Program (Non-certification) Limitations" form to the Office of Admissions. Students must submit yearly proof of a negative TB test and documentation of a clear fingerprint criminal background check from the Illinois State Police. The results of each document are valid for 12 months.
the field experience. See the course schedule or an advisor for deadline dates.

Teaching Concentration 30 QH

All Early Childhood Practice students are required to have a standard teaching concentration consisting of 30 quarter hours in Psychology/Human Development, in addition to the 10 hours in Developmental Psychology, or another concentration in conjunction with and consent of a faculty advisor. Fifteen quarter hours must be upper-level.

The following courses comprise the Psychology/Human Development Standard Teaching Concentration:

Two lower-level Psychology courses
Life Span Development (Must be completed at NLU)
Cognitive Psychology course (Must be completed at NLU)
Social/Clinical Psychology course (Must be completed at NLU)
Community Psychology course (Must be completed at NLU)

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. The ten hours of developmental Psychology courses required for the program can be counted as part of the 45 hours.

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 249.
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
Language and Literacy
Mathematics Education
Middle Level Education
Reading*
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

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.

The following programs also admit qualified non-certified teachers:

  Curriculum and Instruction
  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.

The following programs also admit qualified noncertified teachers:
- Curriculum and Instruction
- Early Childhood Education Administration
- Educational Leadership
- Educational Psychology/School Psychology
- Interdisciplinary Studies
- Technology in Education

For further information contact the program coordinator of the specific Program.

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.

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 (pages 275-277).

On-Campus Programs

Classes are held at the Chicago, Elgin, Lisle, North Shore and Wheeling campuses as on-campus classes. Additional classes may be offered at other locations if available with a cluster group. Course schedules may be found on the University website www.nl.edu in 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:

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.

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 approval. 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 taken as a Student-at-Large prior to formal admission may 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 and may be dropped from their group. 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. Application fee (nonrefundable)
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 seeking admission to an Illinois certification program and/or were certified prior to July 1, 1988, 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 Department of Applied Language (DAL) Assessment 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 the Foster G. McGaw Graduate School 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 undergraduate study has achieved a grade point average of 3.0 or better on a 4.0 scale. Students holding an advanced (graduate) degree from a regionally accredited institution will have only their GPA from that advanced degree count toward admission. A 3.0 graduate GPA will be accepted for admission. Students with a graduate GPA below a 3.0 may be accepted with a four-course review admission 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. Interviews prior to admission may be required at the discretion of the Director of Admissions and/or program directors.

Students who are accepted into the graduate school will receive a formal letter of admission. The student should make contact with the advisor within 30 days to develop a Graduate Study Plan and maintain regular contact with the advisor throughout the completion of the program.

Applicants denied admission to graduate study may petition the Admission and Retention Council for review of their application. Petition forms may be downloaded at http://www3.nl.edu/registrar/forms.cfm. Applicants whose petitions are approved may then be recommended for four-course review admission. Students whose petitions are denied may then appeal on procedural issues to the Associate Dean of National College of Education.

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

Admitted

Students who meet all admission criteria without qualification are granted admission to their program. Only admitted students are eligible for graduate degrees. Applicants to the Certificate of Advanced Study, Educational Specialist and doctoral programs will receive an admitted status only. If the grade point average of an admitted student 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.

Admitted with Four-Course Review Status

Students who are low in one or more admission criteria, but who evidence potential for successful graduate work, are admitted with four-course review status. A student admitted with four-course review status must maintain a 3.0 in either the first four graded courses or 9 semester hours taken after admission, whichever comes first. These courses must be written in the degree plan. These courses may not be professional development courses, workshops, transfer credits, independent studies, or internships/practicums, except when taken by veterans receiving benefits. If a minimum 3.0 GPA is attained by the end of the review period, the student will gain good academic standing. If the GPA falls below 3.0 at the end of the review period, the student will be dropped from the graduate school. If the student wishes to appeal this decision, appeal may be made to the Graduate Admission and Retention Council. Students admitted with four-course review status may not register for courses until they have met with their academic advisor to develop a Graduate Study Plan.

The Master’s Degree

Students who have a baccalaureate degree but do not have a teaching certificate may pursue study in the Master of Arts in Teaching degree programs. The baccalaureate degree may be in a course of study other than education. Students who are residents of Illinois, and seek admission to a certification program or were certified prior to July 1, 1988, are required to pass the Basic Skills Test administered by the Illinois State Board of Education. Please note that the Basic Skills Test may be used for certification for a maximum of 5 years after the test.
was taken.

All applicants for the Master of Education and Master of Science in Education degree programs must possess valid certification or must present adequate justification to the program coordinator that graduate study within the program in which application is being made meets their desired professional goals and objectives.

The Certificate of Advanced Study

Applicants for the Certificate of Advanced Study must hold 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 recommendation, 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 (see page 276).

Additional information on graduate financial aid is discussed in the General Information section of this catalog (see pages 27-30).

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 the Student Guidebook. Petition forms for the Graduate Admission and Retention Council may be downloaded at http://www3.nl.edu/registrar/forms.cfm.

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.

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 four course review 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 Change form and filed in the Registrar’s Office.

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 35 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.

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**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.

**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. The Center for Learning is located on the North Shore campus.

**National College of Education Center for Professional Development**

A leader in the education of adults, National-Louis University views learning as a lifelong process. The College of Education’s Center for Professional Development offers a wide range of learning opportunities for individuals to expand their interests, enhance their professional development and pursue their academic and professional goals.

The courses, seminars and workshops presented by expert University faculty and a team of highly qualified practitioners/instructors address the most current topics in the field of Education. Courses are scheduled at National-Louis University Illinois campuses and at designated sites throughout the region to provide the greatest convenience in time and location.

The Illinois State Board of Education requires certified teachers to engage in professional development activities during the period of their certificates’ validity in order to renew those certificates. National-Louis University is an approved provider of these activities, offering either continuing education units (CEUs) or continuing professional development units (CPDUs). The Center for Professional Development assists in the coordination of the workshops, seminars, conferences, etc. and follows the ISBE specified procedures in documentation and archival of the events.

**Contact Us:**

National College of Education
Center for Professional Development
1000 Capitol Drive
Wheeling, IL 60090-7201
847-947-5247
Reading Center

The Reading Center 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. The Reading Center is located on the North Shore campus and Lisle campus.

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.

<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>Curriculum and Instruction Core Course Requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESR505</td>
<td>Educational Inquiry and Assessment</td>
<td>3</td>
<td>*</td>
</tr>
<tr>
<td>EPS541</td>
<td>Cognition and Instruction</td>
<td>2</td>
<td>*</td>
</tr>
</tbody>
</table>
CIC503  Curriculum Design and Evaluation  3  3  3
CIC504  Instructional Decision Making  3  3  3
CIC592  Seminar: Educational Inquiries  3  3  3

Total C&I Core Courses  14  23  9

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 http://www.nl.edu/academics/nce/programs/curricinst/ESL-Bilingual.cfm.

Approval/Endorsement Requirements include:

Approval for English As A Second Language:*

CIL500  Foundations of ESL and Bilingual Education  3
CIL505  Methods and Materials for Teaching English as a Second Language  3
CIL510  Assessment of ESL and Bilingual Students  3
CIL531  Cross Cultural Education  3
CIL501 (Teachers of English to Speakers of Other Languages)
OR
CIL512  Reading in a New Language: Linguistic Considerations  3
Elective from approved ESL/Bilingual Electives  3

*Approval requirements includes 18 semester hours which may be used toward completion of the degree requirement.

Approval for Bilingual Education:*

CIL500  Foundations of ESL and Bilingual Education  3
CIL505  Methods and Materials for Teaching English as a Second Language  3
CIL506  Methods and Materials for Teaching Bilingual Education  3
CIL510  Assessment of Language ESL and Bilingual Students  3
CIL531  Cross Cultural Education  3
   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
CIC585W  WS/Curriculum and Instruction/Instructional Practices/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
CIL512  Reading in a New Language: Linguistic Considerations  3
SPE570  Assessment and Intervention for Language Minority Students with Disabilities  3

For approval in both ESL and Bilingual Education, students need to complete CIL500, CIL501 or CIL512, CIL505, CIL506, CIL510, and 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) and MLE502 Middle School Curriculum.

Degree Requirements:

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on pages 246-247.
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.

Additional information regarding this concentration is available at http://www.nl.edu/academics/nce/programs/curricinst/HEALTH.cfm.

Degree Requirements include:

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on pages 246-247.

Concentration Coursework:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIW507</td>
<td>Theories and Concepts in Health Education</td>
<td>3</td>
</tr>
<tr>
<td>CIW518</td>
<td>Community Health</td>
<td>2</td>
</tr>
<tr>
<td>CIW510</td>
<td>Curriculum Development and Evaluation in Health Education</td>
<td>3</td>
</tr>
<tr>
<td>CIW508</td>
<td>School Health Education</td>
<td>3</td>
</tr>
<tr>
<td>CIW526</td>
<td>Disease Prevention and Control</td>
<td>2</td>
</tr>
<tr>
<td>CIW505</td>
<td>Sexuality Education</td>
<td>3</td>
</tr>
<tr>
<td>CIW516</td>
<td>Environmental Health</td>
<td>2</td>
</tr>
<tr>
<td>CIW525</td>
<td>Nutrition and Dietary Patterns</td>
<td>2</td>
</tr>
<tr>
<td>CIW517</td>
<td>Drug Education</td>
<td>2</td>
</tr>
<tr>
<td>CIW515</td>
<td>Consumer Health</td>
<td>2</td>
</tr>
<tr>
<td>CIW509</td>
<td>First Aid, Safety, and Injury Prevention</td>
<td>2</td>
</tr>
<tr>
<td>CIW519</td>
<td>Mental Health</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Approved Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

Endorsement Requirements include 24 semester hours in the field containing:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIW507</td>
<td>Theories and Concepts in Health Education</td>
<td>3</td>
</tr>
<tr>
<td>CIW518</td>
<td>Community Health</td>
<td>2</td>
</tr>
<tr>
<td>CIW510</td>
<td>Curriculum Development and Evaluation in Health Education</td>
<td>3</td>
</tr>
<tr>
<td>CIW508</td>
<td>School Health Education</td>
<td>3</td>
</tr>
</tbody>
</table>
|             | At least 10 semester hours additional health education content distributed as follows:
|             | One course in Human Sexuality OR Sex Education   |         |
|             | One course in Drug/Chemical Use and Abuse        |         |
|             | Two courses chosen from: Mental/Emotional Health, Environmental Health, Disease Prevention and Control, Nutrition and Dietary Patterns, Consumer Health, Safety and Injury Control, Personal Health Practices. |

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 http://www.nl.edu/academics/nce/programs/curricinst/MATH.cfm.

Degree Requirements include:

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on pages 246-247.

Concentration Coursework:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHE501</td>
<td>Topics in Mathematics for Teachers: Number Concepts and Operations In the Elementary and Middle School Mathematics Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>MHE502</td>
<td>Topics in Mathematics for Teachers: Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MHE510</td>
<td>Topics in Mathematics for Teachers: Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MHE511</td>
<td>Topics in Mathematics for Teachers: Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MHE512</td>
<td>Topics in Mathematics for Teachers: Statistics and Probability</td>
<td>3</td>
</tr>
<tr>
<td>MHE485</td>
<td>Advanced Methods for Teaching Middle School Mathematics*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>2-3</td>
</tr>
</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLE500</td>
<td>Middle School: An Overview</td>
<td>3</td>
</tr>
<tr>
<td>MLE502</td>
<td>Middle School Curriculum</td>
<td>3</td>
</tr>
</tbody>
</table>

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 http://www.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 246-247.

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 http://www.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
Theory & Contemporary Problems 3
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/Special Education 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 246-247.

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 at www3.nl.edu/academics/nce/programs/curricinst/SCIENCE.cfm

Degree Requirements include:

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on pages 246-247.
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 246-247.

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

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 Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EPS500A</td>
<td>Contemporary Survey of Child Development with a</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Focus on Early Childhood</td>
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</tr>
<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>3</td>
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<td></td>
<td>Childhood Education</td>
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C.A.S. Core Requirements (3 SH)

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<tr>
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<tr>
<td>EDL546</td>
<td>Perspectives on and Administration of Educational</td>
<td>3</td>
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<td></td>
<td>Policies</td>
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M.Ed.; C.A.S. Program Requirements (18 SH)

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ECE510</td>
<td>Child, Family and Community</td>
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<tr>
<td>ECE512</td>
<td>Early Childhood Curriculum</td>
<td>2</td>
</tr>
<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>
</tr>
<tr>
<td>ECE538</td>
<td>The Early Childhood Administrator: Individual and</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Organizational Perspectives</td>
<td></td>
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</table>

EPS526 Organizational Theory, Group Dynamics, & Leadership Applications 3

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)

Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<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>
</tr>
<tr>
<td>ECE536</td>
<td>The Director as Child Care Advocate</td>
<td>2</td>
</tr>
<tr>
<td>ECE540</td>
<td>Grantwriting and Fundraising for Early Childhood Programs</td>
<td>2</td>
</tr>
<tr>
<td>ECE542</td>
<td>Public Relations and Marketing of Early Childhood Programs</td>
<td>2</td>
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<tr>
<td>ECE544</td>
<td>Early Childhood Environments: Design &amp; Facilities Management</td>
<td>1-2</td>
</tr>
<tr>
<td>ECE545</td>
<td>Strategies for Effective Coaching and Mentoring</td>
<td>2</td>
</tr>
<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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<th>Course Code</th>
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<tr>
<td>ECE582C</td>
<td>Early Childhood Program Evaluation</td>
<td>2-3</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>
</tr>
<tr>
<td>ECE582F</td>
<td>The New Director</td>
<td>2-3</td>
</tr>
<tr>
<td>ECE582G</td>
<td>Writing and Editing for Effective Communication</td>
<td>1</td>
</tr>
<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.
## GRADUATE PROGRAMS

### NATIONAL COLLEGE OF EDUCATION

#### Early Childhood Education Programs (M.A.T, C.A.S., M. Ed.)

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### Early Childhood Education (M.A.T.)
(For those who hold no previous teaching certificate)

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<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>EPS500A*</td>
<td>Contemporary Survey of Child Development with a Focus on Early Childhood</td>
<td>3</td>
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<tr>
<td>ESR514</td>
<td>Research in Action: Becoming Practitioner Researchers</td>
<td>3</td>
</tr>
<tr>
<td>FND503*</td>
<td>Historical and Philosophical Foundations of Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE501*</td>
<td>Instructional Methods/Primary/Language Arts, Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>ECE505*</td>
<td>Instructional Methods/Pre-primary/Language Arts, Art, Music, and Movement</td>
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</tr>
<tr>
<td>ECE506*</td>
<td>Instructional Methods/Pre-primary/Mathematics, Science, Social Studies</td>
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<tr>
<td>ECE510*</td>
<td>Child, Family and Community</td>
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<td>ECE580</td>
<td>Early Childhood Education Practicum</td>
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</tr>
<tr>
<td>ECE590*</td>
<td>Student Teaching in Early Childhood Education</td>
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<td>EPS500A*</td>
<td>Contemporary Survey of Child Development with a Focus on Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>FND503*</td>
<td>Historical and Philosophical Foundations of Early Childhood Education</td>
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<tr>
<td>MHE482*</td>
<td>Instructional Methods/Primary/Mathematics and Science</td>
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<tr>
<td>RLR501*</td>
<td>Methods and Materials for Teaching Beginning Reading</td>
<td>3</td>
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<tr>
<td>SPE500*</td>
<td>Introduction to Exceptional Children and Adolescents/Special Education</td>
<td>3</td>
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<tr>
<td>SPE510*</td>
<td>Early Childhood Special Education Language Development and Challenges</td>
<td>2</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 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.

### Early Childhood Education (C.A.S.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>EDL546</td>
<td>Perspectives on and Administration of Educational Policies</td>
<td>3</td>
</tr>
<tr>
<td>ECE501*</td>
<td>Early Childhood Instructional Methods/Primary/Language Arts, Social Studies</td>
<td>2</td>
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<tr>
<td>ECE502*</td>
<td>Early Childhood Preclinical Experiences</td>
<td>2</td>
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<tr>
<td>ECE505*</td>
<td>Instructional Methods/Pre-primary/Language Arts, Art, Music, and Movement</td>
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<td>ECE506*</td>
<td>Instructional Methods/Pre-primary/Mathematics, Science, Social Studies</td>
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<td>ECE510*</td>
<td>Child, Family and Community</td>
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<tr>
<td>ECE580</td>
<td>Early Childhood Education Practicum</td>
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<td>Student Teaching in Early Childhood Education</td>
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<tr>
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<td>Contemporary Survey of Child Development with a Focus on Early Childhood</td>
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<td>Early Childhood Special Education Language Development and Challenges</td>
<td>2</td>
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**Total Minimum Hours:** 37

*Professional courses needed for Type 04 (birth - age 8) certificate. Individuals must also meet general education requirements.
### Master of Education in Early Childhood Education (M.Ed.)

<table>
<thead>
<tr>
<th>Degree Core Requirements</th>
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<tbody>
<tr>
<td>M.Ed. Core Courses</td>
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<tr>
<td>EPS541</td>
<td>Cognition and Instruction</td>
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<tr>
<td>ESR505</td>
<td>Educational Inquiry and Assessment</td>
</tr>
<tr>
<td>FND511</td>
<td>Social and Cultural Politics of Education: Personal and Contextual Perspectives</td>
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<tr>
<td>Program Requirements</td>
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<tr>
<td>CIL531</td>
<td>Cross Cultural Education</td>
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<tr>
<td>ECE512</td>
<td>Early Childhood Curriculum</td>
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<tr>
<td>ECE530</td>
<td>Children’s Play</td>
</tr>
<tr>
<td>ECE532</td>
<td>Advocating for Children with Special Needs</td>
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<tr>
<td>ECE593</td>
<td>Seminar: Early Childhood Education</td>
</tr>
<tr>
<td>EPS536</td>
<td>Diagnosis and Evaluation of the Preschool Child</td>
</tr>
<tr>
<td>RLL533</td>
<td>Introduction to Linguistics: Language and Literacy</td>
</tr>
<tr>
<td>MHE503</td>
<td>Issues and Directions in Mathematics</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(Electives will be chosen by the student with approval of the student’s advisor.)</td>
</tr>
<tr>
<td>Total Minimum Hours</td>
<td>32</td>
</tr>
</tbody>
</table>

#### Admission Requirements:
- Completed application
- For undergraduate students, full-time status is 12 quarter hours. Half-time is 6 quarter hours.
- Three professional or academic references
- Written statement
- Baccalaureate Degree from a regionally-accredited institution in early childhood education or a closely-related field
- Minimum of three academic years of successful experience as a lead teacher, assistant teacher or program administrator (e.g. program director, owner, or education coordinator) serving children aged birth to eight within the five years prior to enrollment in ECPP, verified in writing through a required resume
- Passing scores on the Illinois Test of Basic Skills not older than 5 years
- Miller Analogies test score
- Faculty Review (interview may be required)

Candidates must be admitted to the ECPP program and be enrolled in a minimum of four semester hours to be eligible to receive financial aid.

### Early Childhood Practicing Professional Program (Type 04 Certification, Graduate, Non-Degree)

The Early Childhood Practicing Professional (ECPP) Program (Type 04 Certification, Graduate, Non-Degree) is designed to assist individuals who are practicing professionals employed by preschools or childcare centers to earn Type 04 certification. The ECPP program provides eligible candidates with a non-degree route to certification.

<table>
<thead>
<tr>
<th>Required Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 567</td>
</tr>
<tr>
<td>ECE 568</td>
</tr>
</tbody>
</table>

If additional courses are required for complete certification standards, these are determined in collaboration with an advisor.

### Early Childhood Education Subsequent Certification (non degree program)

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:

ECE569 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)

ECE575 Subsequent Certificate Program Practicum 3-6 SH

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>Semester Hours</th>
<th>M.Ed.</th>
<th>C.A.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Requirements</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>EDL501</td>
<td>Educational Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDL502</td>
<td>Educational Law and Governance</td>
<td>3</td>
</tr>
<tr>
<td>EDL504</td>
<td>School and Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDL506</td>
<td>Collective Negotiations and Personnel</td>
<td>3</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>
<tr>
<td>Management of Public Schools</td>
<td>12 SH</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>EDL506 Collective Negotiations and Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDL512 Communication Skills for School Leaders</td>
<td>3</td>
</tr>
<tr>
<td>Schools and Public Policy</td>
<td>4-6 SH</td>
</tr>
<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 (Ed.S.) 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

EDL601  School Financial Management       3
EDL602  Leadership and Management Strategies 3
EDL603  Educational Planning and Decision-Making 3
EDL604  Administrative Issues for Pluralistic Schools 3
EDL620  School Leadership: Policies and Politics 3
EDL690  Educational Leadership Internship 6
EDL693  Educational Leadership Seminar 3
EDL622  Curriculum Planning Organization and Evaluation 3
EDL624  Professional Development and School Change 3

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 in Human Learning and Development and School Psychology 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.). The nationally accredited School Psychology Certification program, described below, leads to credentialing as a School Psychologist in Illinois and a student may become a Nationally Certified School Psychologist (NCSP). The C.A.S. program is also offered for Professional School Psychologists and Educators.

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 258) for provisions regarding retention policies for M.Ed. and M.S.Ed. students.

Program Requirements

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>M.Ed.</th>
<th>M.S.Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Core Requirements</td>
<td>12</td>
<td>18</td>
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<tr>
<td>M.Ed. Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPS500B</td>
<td>Human Development with a Focus on Elementary and Middle Childhood</td>
<td>2</td>
</tr>
<tr>
<td>EPS541</td>
<td>Cognition and Instruction</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>Contemporary Issues in Education</td>
<td>2</td>
</tr>
<tr>
<td>M.S.Ed. Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPS500B</td>
<td>Human Development with a Focus on Elementary and Middle Childhood</td>
<td>2</td>
</tr>
<tr>
<td>EPS541</td>
<td>Cognition and Instruction</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>FND505</td>
<td>Contemporary Issues in Education</td>
<td>2</td>
</tr>
<tr>
<td>ESR503</td>
<td>Applied Research Methods for Educational Psychologists</td>
<td>2</td>
</tr>
<tr>
<td>EPS599</td>
<td>Thesis</td>
<td>4</td>
</tr>
<tr>
<td>FND504</td>
<td>History and Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>Educational Psychology/Human Learning and Development Program Courses</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>EPS503</td>
<td>Neuropsychology of Behavior and Learning</td>
<td>2</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>Educational Assessment for Problem Solving</td>
<td>2</td>
</tr>
<tr>
<td>EPS539</td>
<td>Cognitive-Behavioral Interventions in Schools</td>
<td>2</td>
</tr>
<tr>
<td>EPS542</td>
<td>Observational Techniques for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>EPS521</td>
<td>Theory and Application of Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>EPD647</td>
<td>Advanced Human Development</td>
<td>3</td>
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<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Ed. students</td>
<td>5</td>
<td></td>
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<tr>
<td>M.S.Ed. students</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total Minimum Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Ed.</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>M.S.Ed.</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

School Psychology Certification Program

The nationally accredited School Psychology Certification program, described below, leads to credentialing as a School Psychologist in Illinois and students may obtain the N.C.S.P. credential upon successfully completing the program and passing the national exam.

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 predoctoral or the doctoral level. Students in both the predoctoral and the doctoral levels must apply to the School Psychology certification program and complete all School Psychology (Type 73) certification requirements to be eligible for the state of Illinois School Psychology certification. Students interested in
obtaining the doctoral degree may apply to the doctoral program upon completion of the master’s degree.

Students who complete the course work to fulfill requirements for the Type 73 School Psychology certification will also fulfill the requirements for the M.Ed. in Educational Psychology and the Ed.S. in School Psychology. Students who have completed a B.A. or B.S. degree in psychology, education or related fields apply to both the Educational Psychology (M.Ed.) and School Psychology (Ed.S.) programs. Students who have completed a master’s degree in education, psychology or a related field do not need to complete the NLU M.Ed. degree. They may apply directly to the Ed.S. degree. Students who did not complete their master’s level studies in the NLU School Psychology program will need to have completed 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 an applied research project as part of the School Psychology certification program.

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 (3 at the M.Ed. level and 4 at the Ed.S. level)
4. A personal statement
5. Official undergraduate and graduate transcripts

Admission files will not be reviewed until they are complete. Completed admission files are reviewed by faculty two times a year: January 15th and October 15th.

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. All Practica, Internships, and courses in the areas of Prevention/Intervention and Professional Practices must be passed with a grade of “B” or better.

School Psychology Certification Requirements

The * indicates the courses for the M.Ed. in Educational Psychology degree. The remaining courses will apply to the Ed.S. in School Psychology degree. Students must be accepted into the Ed.S. degree before enrolling in the Ed.S. courses.

Prerequisites: Human Development undergraduate course with a grade of B

Psychological Foundations 15 SH

*EPS503 Neuropsychology of Behavior and Learning 3
*EPS507 Abnormal Psychology 3
*EPS517 Theory and Research in Social Psychology and Personality 3
*EPS541 Cognition and Instruction 3
EPD647 Advanced Human Development 3

Educational Foundations 8-9 SH

*FND510 Social Justice Perspectives on the History and Philosophy of United States (USA) Education 3
SPE500 Introduction to Exceptional Children and Adolescents/Special Education 3
Methods Course 2-3

Interventions/Problem-Solving 23 SH

*EPS530 Educational Assessment for Problem Solving 2
EPS531 Assessment of Personality I 3
*EPS532A/B Assessment of Cognitive Ability I/II 4
*EPS535 Assessment of Infants and Preschool Children /School Psychology 3
*EPS539 Cognitive-Behavioral Intervention in Schools 2
EPS543 Mental Health in Schools: Prevention and Intervention I 3
EPS544 Mental Health in Schools: Prevention and Intervention I 3
EPS561 Theory and Practice of School-Based

GRADUATE PROGRAMS

NATIONAL COLLEGE OF EDUCATION
NATIONAL COLLEGE OF EDUCATION

GRADUATE PROGRAMS

Statistics and Research Methodologies 4 SH
*ESR502 Research Analysis Methods for Educational Psychologists 2
*ESR503 Applied Research Methods for Educational Psychologists 2

Professional School Psychology, Practica, and Internship 22 SH
*EPS540 Introductory Seminar in School Psychology 2
EPS593 Legal and Professional Issues in School Psychology 2
*EPS562A,B,C Practicum in School Psychology I: Reflective Observation of School Practices (1 semester hour each) 3
EPS562D,E,F School Psychology Practicum II: Integrating Clinical and Research Practices (3 semester hours each) 9
EPS590 Internship in School Psychology 6

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 pages 280–281 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. 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 teach with any remaining general education deficiencies.

PLEASE NOTE: The M.A.T. Program in Elementary education presented here follows a new format that began Fall 2006. Students admitted to the Master of Arts in Teaching Program in Elementary Education prior to Fall 2006 will follow the study plans developed with their advisors that meet previous program requirements. New and previous program requirements cannot be combined or interchanged.

Traditional M.A.T. Course Requirements 36 SH
Degree Core Requirements 9
ESR514 Research in Action: Becoming Practitioner Researchers 3
EPS511* Human Learning and Development in Instructional Contexts 3
FND510* Social Justice Perspectives on the History and Philosophy of United States (USA) Education 3

Program Requirements 27
ELE500* Elementary Education Practicum I: Seminar and Field Experience 3
ELE510 Elementary Education Practicum II: Seminar and Field Experience 3
SPE500* Introduction to Exceptional Children and Adolescents/Special Education 3
RLR500 Survey of Reading Methods and Materials K-12 2
RLL480B Methods for Teaching Language Arts 2
MHE480B** Methods for Teaching Elementary School Mathematics 2
SCE480B Methods for Teaching Elementary School Science 2
CIS480B Methods for Teaching Social Studies 2
ELE545 Methods of Teaching Arts Education 1
ELE547 Methods of Teaching Health and Physical Education 1
ELE590 Elementary Education: Student Teaching 6

*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 the prerequisites are
Clinical Experiences

The State of Illinois requires a minimum of 100 hours of preclinical experience before student teaching. Elementary Education M.A.T. students begin their preclinical experiences in schools with at least a 35 hour block of participation completed as part of the ELE500 Elementary Education Practicum I: Seminar and Field Experience course. This experience is arranged with the assistance of the Practicum I instructor. An additional 15 hours preclinical experiences are completed in conjunction with SPE500 Introduction to Exceptional Children and Adolescents/Special Education. EPS 511 Human Learning and Development in Instructional Contexts also requires 15 hours of preclinical experiences. Another 50 hours of preclinical experiences are completed with the ELE510 Elementary Education Practicum II: Seminar and Field Experience 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 fingerprint criminal background check done as part of the applications for clinical experiences. For information on how to request a fingerprint 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE569</td>
<td>Portfolio Development for Subsequent Certificates</td>
<td>4 SH</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>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ELE575</td>
<td>Subsequent Certification Practicum</td>
<td>3-6 SH</td>
</tr>
</tbody>
</table>

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  38 SH

Degree Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESR514</td>
<td>Research in Action: Becoming</td>
</tr>
</tbody>
</table>
Practitioner Researchers 3

EPS511* Human Learning and Development in Instructional Contexts 3

FND510* Social Justice Perspectives on the History and Philosophy of United States (USA) Education 3

Program Requirements 29

ELE500* Elementary Education Practicum I: Seminar and Field Experience 3

ELE510 Elementary Education Practicum II: Seminar and Field Experience 3

SPE500* Introduction to Exceptional Children and Adolescents/Special Education 3

RLR500 Survey of Reading Methods and Materials K-12 2

RLL480B Methods for Teaching Language Arts 2

MHE480B** Methods for Teaching Elementary School Mathematics 2

SCE480B Methods for Teaching Elementary School Science 2

CIS480B Methods for Teaching Social Studies 2

ELE545 Methods of Teaching Arts Education 1

ELE547 Methods of Teaching Health and Physical Education 1

ELE590 Elementary Education: Student Teaching 6

ELE583E Workshop/ELE/Contemporary Issues/Wisconsin Indian Issues in Education 1

ELE583F Workshop/ELE/Contemporary Issues/Environmental Education in the Classroom 1

*PLEASE NOTE: The M.A.T. Program in Elementary Education-Wisconsin leads to Elementary Teacher Licensure 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 1-6 licensure. 1-9 licensure may be obtained by also completing MLE 500 and MLE 502.

Alternative Route to Certification (ARC) 34 SH

Core Course Requirements 11 SH

ESR514 Research in Action: Becoming Practitioner Researchers 3

EPS511* Human Learning and Development in Instructional Contexts 3

FND510* Social Justice Perspectives on the History and Philosophy of United States (USA) Education 3

FND505 Contemporary Issues in Education 2

Program Requirements 23 SH

SPE500 Introduction to Exceptional Children and Adolescents/Special Education 3

ELE540 Methods Across the Curriculum 4

RLL540 Methods and Materials for Teaching Reading and Language Arts 3

ELE593 El Ed:Internship for ARC Candidates (2sh/each for 3 consecutive terms) 6

Electives (Must be approved by advisor) 7 SH

Please note: The ARC program will be undergoing revision. The ARC program requirements outlined here will apply to all students admitted during the 2006-2007 academic year.

Alternative Certification (AC) [non-degree program]

The Alternative Certification program is offered only in partnership with a school district. Candidates must meet all admission and general education requirements established for traditional MAT students. Candidates are employed as full-time teachers with the partner district while enrolled in this program.

Alternative Certification (AC) 25 SH

Core Course Requirements 6 SH

EPS511* Human Learning and Development in Instructional Contexts 3

FND510* Social Justice Perspectives on the History and Philosophy of United States (USA) Education 3

Program Requirements 19 SH

SPE500 Introduction to Exceptional Children and Adolescents/Special Education 3

ELE540 Methods Across the Curriculum 4

RLL540 Methods and Materials for Teaching Reading and Language Arts 3

ELE592 Elementary Education Alternative Certification Internship (3SH/each for 3 consecutive quarters) 9
Interdisciplinary Studies

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 offers an integrated, innovative course of study with four main strands: curriculum and instruction, foundations, human development, and research. Classes are held at convenient locations and meet for four hours one night weekly over approximately a two-year period to complete the 26 semester hours of core course requirements, thus allowing professional educators to earn a master’s degree without interrupting their careers. In addition, six semester hours of approved electives need to be completed.

Field-based classes in the M.Ed. program are formed whenever approximately 15 students have formally applied for admission to graduate study and have fulfilled the graduate school admission requirements. The students forming a class are selected from applicants who work or live within a designated geographical area. Students, in conjunction with staff, determine the time and place of class meetings. Once this decision is made, students are guaranteed that all courses will meet and that the program can be completed on schedule.

Every element of this 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 own classrooms.
- Prepare a written report regarding the outcomes of a classroom research project.

Program Requirements 26 SH

<table>
<thead>
<tr>
<th>Term I</th>
<th>9 SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIC528</td>
<td>Curriculum and Instruction I: Theories, Foundations, And Contexts</td>
</tr>
<tr>
<td>EPS527</td>
<td>Group Theory and Classroom Applications</td>
</tr>
<tr>
<td>ESR510</td>
<td>Action Research I: Purposes, Assumptions, and Practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term II</th>
<th>9 SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>FND509</td>
<td>Educational Foundations</td>
</tr>
<tr>
<td>EPS528</td>
<td>Human Development and Learning</td>
</tr>
</tbody>
</table>

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 six electives 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 on-line 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 preordained 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CIC528</td>
<td>Curriculum and Instruction I: Theories, Foundations, and Contexts</td>
<td>3</td>
</tr>
<tr>
<td>EPS527</td>
<td>Group Theory and Classroom Applications</td>
<td>3</td>
</tr>
<tr>
<td>ESR510</td>
<td>Action Research I: Purposes, Assumptions, and Practice</td>
<td>3</td>
</tr>
<tr>
<td>FND509</td>
<td>Educational Foundations</td>
<td>3</td>
</tr>
<tr>
<td>EPS528</td>
<td>Human Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>ESR511</td>
<td>Action Research II: Contextualizing and Analyzing</td>
<td>3</td>
</tr>
<tr>
<td>CIC591</td>
<td>Field Study /Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>CIC 529</td>
<td>Curriculum and Instruction II: Analysis and Application</td>
<td>3</td>
</tr>
<tr>
<td>CIL 531</td>
<td>Cross-Cultural Education</td>
<td>3</td>
</tr>
<tr>
<td>ESR 591</td>
<td>Action Research III: Interpreting and Sharing</td>
<td>2</td>
</tr>
<tr>
<td>CIC 594</td>
<td>Independent Study /Curriculum and Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

All but one of the above courses is taken over two of the seven quarters to integrate the coursework. Courses are taken in the following order:

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS525</td>
<td>Group Dynamics and Leadership Applications</td>
<td>3</td>
</tr>
<tr>
<td>IDS560</td>
<td>Integrated Curriculum I: Philosophical and Theoretical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>IDS590</td>
<td>Internship</td>
<td>1-4</td>
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</table>

#### Term II

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>IDS561</td>
<td>Integrated Curriculum II: Practical and Political Aspects of Implementation</td>
<td>3</td>
</tr>
<tr>
<td>IDS590</td>
<td>Internship</td>
<td>1-4</td>
</tr>
<tr>
<td>ILD601</td>
<td>Culture of the School and Classroom</td>
<td>3</td>
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</table>

#### Term III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>IDS590</td>
<td>Internship</td>
<td>1-4</td>
</tr>
<tr>
<td>ILD605</td>
<td>Instructional Implications of Staff Development</td>
<td>3</td>
</tr>
<tr>
<td>ILD604</td>
<td>Curriculum Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

### Middle Level Education

#### 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.

### Program Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLE506</td>
<td>Middle Level Coherent Curriculum I</td>
<td>3</td>
</tr>
<tr>
<td>MLE508</td>
<td>Middle Level Coherent Curriculum 2</td>
<td>3</td>
</tr>
<tr>
<td>MLE516</td>
<td>Integrative Arts in Middle Level Curriculum</td>
<td>2</td>
</tr>
<tr>
<td>MLE510</td>
<td>Issues of Equity and Cultural Diversity in Middle Level Education</td>
<td>3</td>
</tr>
<tr>
<td>MLE512</td>
<td>Teaching Media/Technology/Popular and Cultural Literacy for Middle Level Students</td>
<td>3</td>
</tr>
<tr>
<td>MLE514</td>
<td>Connecting Middle Level Students with Families and Communities III</td>
<td>3</td>
</tr>
<tr>
<td>RLR516</td>
<td>Literacy Development in the Middle School</td>
<td>3</td>
</tr>
<tr>
<td>MLE524</td>
<td>Advocacy Skills for the Middle School Teacher</td>
<td>2</td>
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</table>

In addition to the above Program Requirements, CAS students will take:

### M.Ed. Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
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<tbody>
<tr>
<td>ESR505</td>
<td>Educational Inquiry and Assessment</td>
<td>3</td>
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<tr>
<td>FND511</td>
<td>Social and Cultural Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>EPS541</td>
<td>Cognition and Instruction</td>
<td>2</td>
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</table>

### C.A.S. Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDL546</td>
<td>Perspectives on and Administration of Educational Policies</td>
<td>3</td>
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</table>

### Program Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLE506</td>
<td>Middle Level Coherent Curriculum I</td>
<td>3</td>
</tr>
<tr>
<td>MLE508</td>
<td>Middle Level Coherent Curriculum 2</td>
<td>3</td>
</tr>
<tr>
<td>MLE516</td>
<td>Integrative Arts in Middle Level Curriculum</td>
<td>2</td>
</tr>
<tr>
<td>MLE510</td>
<td>Issues of Equity and Cultural Diversity in Middle Level Education</td>
<td>3</td>
</tr>
<tr>
<td>MLE512</td>
<td>Teaching Media/Technology/Popular and Cultural Literacy for Middle Level Students</td>
<td>3</td>
</tr>
<tr>
<td>MLE514</td>
<td>Connecting Middle Level Students with Families and Communities III</td>
<td>3</td>
</tr>
<tr>
<td>RLR516</td>
<td>Literacy Development in the Middle School</td>
<td>3</td>
</tr>
<tr>
<td>MLE524</td>
<td>Advocacy Skills for the Middle School Teacher</td>
<td>2</td>
</tr>
</tbody>
</table>
RLL520 Survey of Literature for Children and Adolescents K-12 OR
RLL528 Survey of Multicultural Literature K-12

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>Degree Core Requirements</td>
<td>8</td>
<td>14</td>
<td>3</td>
</tr>
</tbody>
</table>

  **M.Ed.**

  ESR505 Educational Inquiry and Assessment 3
  FND511 Social and Cultural Politics of Education 3
  EPS541 Cognition and Instruction 2

  **M.S.Ed.**

  ESR503 Applied Research Methods for Educational Psychologists 2
  ESR506 Graduate Research: Interpretive/Critical 2
  ESR507 Graduate Research: Empirical/Quantitative 2
  FND504 History and Philosophy of Education 2
  FND505 Contemporary Issues in Education 2
  RLR599 Thesis in Reading Education 4

  **C.A.S.**

  EDL546 Perspectives on and Administration of Educational Policies 3

  **Reading Program Core:**

  **Reading Teacher Option**

  RLR501 Teaching Beginning Reading 3
  RLR502 Teaching Comprehension and Content Reading 3
  RLR541 Teaching Writing 2
  RLL520 Survey of Literature for Children and Adolescents (K-12) 2 or
  RLL528 Survey of Multicultural Literature K-12 2
  RLR510 Diagnosis and Assessment of Reading 3
  RLR511 Corrective Techniques for the Reading Specialist 3
  RLR592A,B Practicum in Remedial Reading 2,2
Reading Specialist Option

RLR501 Teaching Beginning Reading 3
RLR502 Teaching Comprehension and Content Reading 3
RLW541 Teaching Writing 2
RLS520 Survey of Literature for Children and Adolescents (K-12) 2 or
RLS528 Survey of Multicultural Literature K-12 2
RLR510 Diagnosis and Assessment of Reading 3
RLR511 Corrective Techniques for the Reading Specialist 3
RLR592A,B Practicum in Remedial Reading 2,2
RLR518 Leadership and Staff Development in Reading 3
RLR593 Seminar in Reading Research 3

(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)

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 may choose 8 elective hours from any of the reading, writing, language arts, literature, and library courses. They can have specializations in language arts, literature or school libraries.

Other requirements: Candidates must complete an electronic portfolio reflecting IRA/NCATE/ISBE standards and must be an active member of a professional literacy organization.

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 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.

Courses Leading to Library Information Specialist (LIS) Endorsement

The Library Information Specialist (LIS) course sequence offers students 24 content area semester hours which may lead to a Library Information Specialist endorsement through the state of Illinois. Additionally, the sequence prepares students to take the ICTS Code 175 Library Information Specialist content area exam. Students who have not taken MLE500 The Middle School: An Overview (3sh) or its equivalent, and MLE502 Middle School Curriculum (3sh) or its equivalent, will be required to do so to be eligible for the endorsement. Only Illinois (valid and active) certified teachers will qualify for the endorsement.

Anyone who is accepted into the Language and Literacy Program

<table>
<thead>
<tr>
<th>Language and Literacy Program</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed.</td>
<td>8</td>
</tr>
<tr>
<td>M.S.Ed.</td>
<td>14</td>
</tr>
<tr>
<td>C.A.S.</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Core Requirements</th>
<th>M.Ed.</th>
<th>M.S.Ed.</th>
<th>C.A.S.</th>
</tr>
</thead>
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<td>RLS520</td>
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<td>RLW541</td>
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<tr>
<td>Electives*</td>
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</table>

*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 | 32 | 38 | 31
NATIONAL COLLEGE OF EDUCATION

GRADUATE PROGRAMS

(M.Ed., M.S.Ed, C.A.S.) is eligible to take the school library sequence of courses. Students do not have to be admitted to an NLU program to take these courses. However, these courses may be used as elective credit toward several graduate degrees programs, including Language and Literacy (M.Ed., M.S.Ed., and C.A.S.). Built into the course sequence are practicum hours that allow students to apply coursework to context in the school library. Library Information Specialist courses and the identified courses in Reading, Technology in Education, and approved electives, deliver content aligned to the Illinois State Board of Education content area standards of information access and delivery, teaching and learning, and program administration.

Semester Hours

Required School Library Information Specialist (LIS) Courses 10

RLS510 Introduction to School Libraries 2
RLS511 School Library Collection Development 2
RLS512 Administration and Advocacy of School Libraries 2
RLS513 Organization of Knowledge of Library Materials for Children and Youth 2
RLS591 Supervised Experience in School Libraries 2
(must take 2sh; may take 1sh for one quarter; and 1sh another)

Required Courses from Reading and Language Program 7

RLR502 Teaching Comprehension and Content Reading 3
RLL520 Survey of Literature for Children and Adolescents (K-12) OR 2
RLL528 Survey of Multicultural Literature K-12 2
RLL532 Integrating the Language Arts in the Classroom 2

Required Courses from Technology in Education Program 3

TIE536 Integrating Technology Across the Curriculum OR 3
TIE542 Learning Experiences on the Internet K-12 AND 2
TIE553 Digital Images and Video as Classroom Resources 1

Electives 4

(4 SH of electives, depending on background and earlier coursework, to be approved by advisor to meet Illinois State Board of Education (ISBE) content area standards to total a minimum of 24 semester hours in the content area.)

Total Minimum Hours 24

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 teach a subject well, and 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 (M.A.T.) 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 M.A.T. program is organized as a student-centered, standards-driven, progressive experience. Small, intact groups of students work together in a cohort through the certification portion of the program. These groups will be made up of prospective teachers of English, Science, History, Mathematics, and Foreign Language 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. Miller Analogies Test or the General Aptitude section of the Graduate Record Exam.
5. List of three references.
6. Broad-based courses and experiences in a discipline.
7. Grade point average of 3.0 in the last 60 hours of coursework. GPA’s between 2.5 and 2.9 will be considered for four course review admission status on an individual basis.
8. Grade point average of 2.5 or better in the area of certification.
9. Passing score on the relevant Illinois state content test and, for students with a foreign language, the ACTFL foreign language oral proficiency exam.

Courses Required for Certification (taken with the cohort) 20 SH

SEC502 Introduction to Teaching at the Secondary Level 3
FND504‡ History and Philosophy of Education 2
SPE500 Introduction to Exceptional Children and Adolescents/Special Education 3
EPS511‡ Human Learning and Development in Instructional Contexts 3
SEC510 Teaching Biology in the Secondary School* 3
OR
SEC512 Teaching English in the Secondary School* 3
OR
SEC514 Teaching Mathematics in the Secondary School* 3
OR
SEC516 Teaching Physical Science in the Secondary School* 3
OR
SEC518 Teaching Social Studies in the Secondary School* 3
OR
SEC522 Classical Language Methodology* 3
OR
SEC524 Communicative Language Teaching in the Foreign Language Classroom 3
SEC590A Student Teaching in the Secondary School/Biological Science 6**
OR
SEC590B Student Teaching in the Secondary School/English Language Arts 6**
OR
SEC590C Student Teaching in the Secondary School/Mathematics 6**
OR
SEC590D Student Teaching in the Secondary School/Physical Science 6**
OR
SEC590E Student Teaching in the Secondary School/Social Science 6**
OR
SEC590F Student Teaching in the Secondary School/Foreign Languages 6**

* 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.

Additional courses required for M.A.T. 12

SEC525 American Urban Education: Cultural and Sociopolitical Contexts 3
ESR514‡ Research in Action: Becoming Practitioner Researchers 3

Two electives from the following list 6

<table>
<thead>
<tr>
<th>Reading †</th>
<th>ESL †</th>
<th>Middle Level</th>
<th>Special Education</th>
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<tr>
<td>RLR502</td>
<td>CIL500</td>
<td>MLE500</td>
<td>SPE501</td>
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<tr>
<td>OR RLR503</td>
<td>CIL505</td>
<td>MLE502</td>
<td>SPE507</td>
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<tr>
<td>OR SPE509</td>
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</table>

† Additional coursework will be needed to obtain an endorsement in this particular area.
‡ Core courses
* See advisor for 1 semester hour course

Total Semester Hours for Degree M.A.T. Secondary Education 32

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 secondary 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 secondary 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. Upon conclusion of the practicum, candidates may apply for state certification in secondary education.

Courses:

SEC569 Portfolio Development for Subsequent Certification 4 SH

Courses selected in collaboration with an advisor to complete certification standards (courses and semester hours to be determined)

SEC575 Subsequent Certification Practicum 3–6 SH
Special Education

Special Education (M.A.T., M.Ed., C.A.S.) with a concentration in Learning Behavior Specialist I

<table>
<thead>
<tr>
<th>Degree Core Requirements</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>M.A.T.</td>
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<td>M.Ed.</td>
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<td>C.A.S.</td>
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Requirements for LBS I

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<td>38</td>
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<td>31</td>
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<td>31</td>
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</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 M.A.T. 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 M.A.T. 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 M.A.T., 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 M.A.T. in Special Education program, your transcripts will be evaluated.

Offering of Classes

The majority of classes in the Special Education program are offered at all 5 Chicago area National-Louis University campuses: Chicago, Elgin, Lisle, North Shore and Wheeling. As a full-time student, you may complete the program requirements in as little as 18 months.

Mandated Undergraduate General Education

<table>
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<tr>
<th>Requirements</th>
<th>Semester Hours</th>
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<tr>
<td>Communication Skills</td>
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<tr>
<td>Biological and Physical Sciences</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Social Sciences</td>
<td>2</td>
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<tr>
<td>History</td>
<td>2</td>
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<tr>
<td>Global/Multicultural Perspectives</td>
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<td>Literature</td>
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<td>Arts</td>
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M.A.T. in Special Education

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<tr>
<th>Degree Core Requirements</th>
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<tr>
<td>EPS511 Human Learning and Development in</td>
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<tr>
<td>Instructional Contexts</td>
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<tr>
<td>ESR514 Research in Action: Becoming Practitioner</td>
<td>3</td>
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<tr>
<td>Researchers</td>
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<tr>
<td>FND510 Social Justice Perspectives on the History</td>
<td>3</td>
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<td>and Philosophy of United States (USA) Education</td>
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Professional Certification Requirements for Special Education LBS I Through Entitlement

<table>
<thead>
<tr>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>SPE500 Introduction to Exceptional Children and</td>
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<tr>
<td>Adolescents/Special Education</td>
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<tr>
<td>SPE506 Frameworks and Perspectives in Special</td>
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<tr>
<td>Education*</td>
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<tr>
<td>SPE572 Practicum I: M.A.T.**</td>
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<tr>
<td>SPE545 Assistive Technology (Technology for Special</td>
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<td>Education)</td>
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<tr>
<td>SPE502 Language Development and Challenges in</td>
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<td>Children &amp; Adolescents</td>
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<td>OR</td>
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<tr>
<td>SPE526 Best Practices in Word Finding: Academic</td>
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<tr>
<td>Accommodations for Students with</td>
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<tr>
<td>Expressive Language Difficulties</td>
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<tr>
<td>SPE503 Collaborative and Consultative</td>
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270

Teaming and Teaching* 3
SPE508 Critical Literacy for Students with Disabilities* 3
SPE501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents* 3
SPE509 Clinical Literacy* 3
SPE523 Diagnosis & Remediation of Mathematics Disabilities/Special Education* 3
SPE507 Social/Emotional: Development, Teaching, and Support* 3
SPE527 Individual Curriculum and Instruction* 3
SPE592C Practicum/Teaching Children and Adolescents with Special Needs 5

* 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) full-day student teaching practicum for those not presently teaching on a certificate; and (3) 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 all 5 Chicago area National-Louis University campuses: Chicago, Elgin, Lisle, North Shore and Wheeling. As a full-time student, you may complete the program requirements in as little as 18 months.

M.Ed. in Special Education

Degree Core Requirements 8SH
EPS541 Cognition and Instruction 2
ESR505 Educational inquiry and Assessment 3
FND511 Social and Cultural Politics of Education: Personal and Contextual Perspectives 3

Professional Certification Requirements for Special Education LBS I Through Entitlement 31SH
SPE506 Frameworks and Perspectives in Special Education* 3
SPE500 Introduction to Exceptional Children and Adolescents* 3
SPE545 Assistive Technology (Technology for Special Education) 2
SPE502 Language Development and Challenges in Children & Adolescents 2

OR
SPE503 Collaborative and Consultative Teaching and Teaching* 3
SPE508 Critical Literacy for Students with Disabilities* 3
SPE501 Educational and Diagnostic Assessment of Exceptional Children & Adolescents* 3
SPE509 Clinical Literacy* 3
SPE523 Diagnosis and Remediation of Mathematics Disabilities/Special Education* 3
SPE507 Social/Emotional: Development, Teaching, and Support* 3
SPE527 Individual Curriculum and Instruction* 3
SPE592C Practicum/Teaching Children and Adolescents with Special Needs 3

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.

* Each of these courses has a component of 15 clock hours of clinical experience.

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 all 5 Chicago area National-Louis University campuses: Chicago, Elgin, Lisle, North Shore and Wheeling. As a full-time student, you may complete the program requirements in as little as 18 months.

C.A.S. in Special Education

Degree Core Requirements: Semester Hours

EDL546 Perspectives on and Administration of Educational Policies 3

Program Requirements:

SPE506 Frameworks and Perspectives* 3
SPE500 Introduction to Exceptional Children and Adolescents/Special Education* 3
SPE545 Assistive Technology (Technology for Special Education) 2
SPE502 Language Development and Challenges in Children & Adolescents 2
OR
SPE526 Best Practices in Word Finding 2
SPE503 Collaborative and Consultative Teaming and Teaching* 3
SPE508 Critical Literacy for Students with Disabilities* 3
SPE501 Educational & Diagnostic Assessment of Exceptional Children and Adolescents* 3
SPE509 Clinical Literacy* 3
SPE523 Diagnosis and Remediation in Mathematics Disabilities/Special Education* 3
SPE507 Social/Emotional: Development, Teaching, and Support 3
SPE527 Individualized Curriculum and Instruction* 3
SPE592C Practicum/Teaching Children and Adolescents with Special Needs 3

PLUS: Any general education deficiencies.

Certification Requirements:

In order to be certified in special education, you must complete the general education requirements, the professional education course work and clinical experiences, and pass State of Illinois examinations in basic skills, APT and LBS I.

* Each of these courses has a component of 15 clock hours of clinical experience.
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:

SPE569 Portfolio Development for Subsequent Certification 4 SH

Courses selected in collaboration with an advisor to complete certification standards (courses and semester hours to be determined)

SPE575 Subsequent Certification Practicum 3-6 SH

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:

EDL510 Administration and Organization Development of Schools

SPE561 Administration and Supervision of Programs for Exceptional Children and Adolescents.

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 administration and organization of schools

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/Special Education: 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:

SPE510 Early Childhood Special Education Language Development and Challenges 2SH

SPE532 Early Childhood Special Education Curriculum, Instruction and Methods 3SH

SPE533 Early Childhood Special Education Diagnostic Assessment 3SH

SPE534 Early Childhood Special Education Collaboration, Family and Community 3SH
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 is approved by the Illinois State Board of Education to offer the Technology Specialist (Type 10) certification. Designed for teachers, resource persons, and administrators at all grade levels (P-12), and suitable for those interested in the use of technology for teaching and learning in other settings, 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.

### Degree Core Requirements

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<thead>
<tr>
<th>M.Ed.</th>
<th>M.S.Ed.</th>
<th>C.A.S.</th>
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<tbody>
<tr>
<td>Degree Core Requirements</td>
<td>8</td>
<td>12</td>
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</table>

#### Degree Core Requirements for M.Ed.

- EPS541 Cognition and Instruction 2
- ESR505 Educational Inquiry and Assessment 3
- FND511 Social and Cultural Politics of Education: Personal and Contextual Perspectives 3

#### Degree Core Requirements for M.S.Ed.

- ESR503 Applied Research Methods for Educational Psychologists 2
- ESR506 Graduate Research: Interpretive/Critical 2
- ESR507 Graduate Research: Empirical/Quantitative 2
- FND504 History and Philosophy of Education 2
- FND505 Contemporary Issues in Education 2
- TIE599 Thesis 4

#### Degree Core Requirements for C.A.S.

- FND546 Perspectives on and Administration of Educational Policies 3

### Program Requirements

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<th>M.Ed.</th>
<th>M.S.Ed.</th>
<th>C.A.S.</th>
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#### Program Requirements

- TIE532 Computer/Technology Systems and Related Peripherals in Instructional Settings 2
- TIE533 Application Tools for Inquiry Learning 3
- TIE536 Integrating Technology Across the Curriculum 3
- TIE542 Learning Experiences on the Internet K-12 2
- TIE544 Curriculum Applications of Hypermedia/Multimedia 3
- TIE547 Creating Web-based Instructional Environments 3
- TIE553 Digital Images and Video as Classroom Resources 1
- TIE557 Understanding Networking in the Schools 3
- TIE592 Portfolio Development Seminar 1
- TIE593 Seminar Technology in Education 3

#### Electives

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<th>M.S.Ed.</th>
<th>C.A.S.</th>
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- TIE550 Desktop Publishing for the Classroom 1
- TIE583 Wkshp/TIE/Contemporary Issues 1
- TIE584 Wkshp/TIE/Curriculum Materials 1
- TIE585 Wkshp/TIE/Instructional Practices 1
- TIE594 Independent Study/Technology in Education 1-3
- TIE595 Selected Topics/Technology in Education 1-5
- SPE545 Assistive Technology 2
### Program Offerings for Non Majors

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>TIE510</td>
<td>Microcomputers for Information Management</td>
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<tr>
<td>TIE511</td>
<td>Applications Software in the Curriculum</td>
<td>2</td>
</tr>
<tr>
<td>TIE512</td>
<td>Problem Solving with Microcomputers</td>
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</tr>
<tr>
<td>TIE535</td>
<td>Teaching with Technology Across the Curriculum</td>
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<tr>
<td>TIE546</td>
<td>Telecommunications in the Schools: Advanced Topics</td>
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<td>TIE585C</td>
<td>Using Technology in Teaching Science</td>
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<td>TIE585L</td>
<td>Using Technology in Teaching Mathematics</td>
<td>1</td>
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<tr>
<td>TIE585N</td>
<td>The World Wide Web as an Educational Resource</td>
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<th>C.A.S.</th>
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<tr>
<td>Total Minimum Hours</td>
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<td>36</td>
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</table>
National College of Education Doctoral Degree Programs

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

Students desiring admittance into the Foster G. McGaw Graduate School must apply for formal acceptance into the graduate school for a Doctoral degree.

Admission decisions are based on evidence submitted in the application process. The following documents must be on file in the Office of Admissions prior to consideration for admission:

2. Application fee (non-refundable).
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 and master’s degrees from a regionally accredited institution must be verified. A grade point average of 3.25 or better in master’s level courses is required of all applicants.
4. Four letters of recommendation. 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.
5. A written statement of academic and professional goals.
6. A professional resume or curriculum vitae.
7. Graduate Record Exam (GRE) score for applicants to the doctoral programs in Educational Leadership, Educational Psychology, and Reading and Language. Applicants should allow four weeks for scores to be reported to the Office of Admissions. Testing schedules and registration materials can be obtained from the Educational Testing Service (ETS) at 800-GRE-CALL (800.473.2255) or www.gre.org. The institution code for National-Louis University is 1551. Results from previous GRE tests are acceptable. Scores must be officially verified, either by ETS or by the Registrar of a college or university to which the scores were previously submitted.
8. Written responses to substantive questions that directly speak to the applicant’s intellectual interests, professional goals, compatibility with program(s), and commitments to the values of the program(s). 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.

9. Applicants whose native language is other than English and/or whose college coursework was earned outside the United States must submit official TOEFL scores. The Department of Applied Language (DAL) Assessment may be taken in lieu of the TOEFL.

Note: Individual programs may require additional materials. Applicants will be notified by the program director if additional materials are required.

The admission process occurs in two stages. First, the application and all supporting documentation are submitted to the Office of Admissions. Complete applications submitted by the doctoral deadlines are reviewed by faculty from the respective doctoral programs.

The second stage of the admissions process consists of an interview with the faculty of the program to which application has been made. 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. 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.

Applicants to the Curriculum and Social Inquiry and Disability and Equity in Education doctoral programs must bring to the faculty interview a portfolio that provides supporting evidence for responses to the five substantive questions.

Application Deadlines

Applications to doctoral programs are considered twice a year. The deadlines for submission of application materials are October 15 for spring admission and April 15 for summer and fall admission.

Applicants are generally notified within a month after the admission deadline whether or not they have been selected for the second stage (faculty interview) of the admission process. Applicants are generally informed 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 Name</th>
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<tbody>
<tr>
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<td>Doctoral Core I</td>
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<td>CCD610B</td>
<td>Doctoral Core II</td>
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Research, Dissertation

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<td>ESR604</td>
<td>Dissertation Proposal Seminar</td>
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<tr>
<td>ESR610</td>
<td>Paradigms of Research</td>
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<td>ESR612</td>
<td>Empirical/Analytic Research I</td>
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<tr>
<td>ESR614</td>
<td>Interpretive and Critical Research I</td>
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</tr>
<tr>
<td>ESR616</td>
<td>Empirical/Analytic Research II OR</td>
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<td>ESR618</td>
<td>Interpretive and Critical Research II</td>
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<td>CCD699A-D</td>
<td>Dissertation</td>
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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.

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 and the admissions committee engage in conversation about the applicant’s portfolio and essay questions for the purpose of understanding the applicant’s background, career goals, and fit with the program.
Program Requirements

63 SH

- **Doctoral Core**: 6
- **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 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.

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. The program does not require the GRE for admission, but rather requires that the applicant create a professional portfolio to be shared during application interview. During that interview applicants and the admissions committee engage in conversation about the applicant’s portfolio and essay questions for the purpose of understanding the applicant’s background, career goals, and fit with the program.

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 program electives.

<table>
<thead>
<tr>
<th>Doctoral Course Requirements</th>
<th>Semester Hours</th>
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<tr>
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<tr>
<td>Research, Dissertation</td>
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<tr>
<td>Disability and Equity in Education Core</td>
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<td>Program Electives</td>
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Total Degree Requirements 57

Doctoral Core

- CCD610A Doctoral Core I 3
- CCD610B Doctoral Core II 3
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
DEE605 History of Disability in Education 3
DEE693 Disability Studies Seminar 3
DEE690 Special Topics Seminar 3

Program Electives

Each student is to choose program electives 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 electives 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 57 SH

Doctoral Core 6
Research and Dissertation 21
Educational Leadership Core 24
Internship 6

Educational Leadership Core 30 SH

EDL601 School Financial Management 3
EDL602 Leadership and Management Strategies 3
EDL603 Education Planning and Decision Making 3
EDL604 Administrative Issues for Pluralistic Schools 3
EDL620 School Leadership: Policy and Politics 3
EDL622 Curriculum Planning, Organization, and Evaluation 3
EDL624 Professional Staff Development and School Change 3
EDL690 Internship 6
EDL693 Educational Leadership Seminar 3

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 Department.
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 offers two options: (1) Educational Psychology/School Psychology and (2) Educational Psychology/Human Learning and Development.

EDUCATIONAL PSYCHOLOGY/SCHOOL PSYCHOLOGY OPTION

The doctoral level Educational Psychology/School Psychology option 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.

Students in the Educational Psychology/School Psychology option fall into two groups: 1) students who are completing the certification program as part of the doctoral program, and, 2) students who have already completed the certification program and are currently working as school psychologists. Students completing the certification program as part of the doctoral program must take all the certification coursework in addition to the doctoral courses. Please see pages 258 for additional information about the School Psychology certification requirements.

After completion of all course requirements students must successfully complete the comprehensive examination before beginning their year-long doctoral internship in school psychology. NLU’s School Psychology program is one of the four School Psychology doctoral programs in Illinois that sponsor the APA approved Illinois School Psychology Internship Consortium (ISPIC). Students apply to ISPIC to gain a doctoral level internship through the consortium.

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 the Educational Psychology/School Psychology core, doctoral practicum, doctoral internship, and electives.

DOCTORAL COURSE REQUIREMENTS

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<th>Course Code</th>
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<td></td>
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<td>EPD660</td>
<td>Advanced Studies in Cognition: Learning and</td>
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<td>Knowledge as Social Practices</td>
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<td>EPD667</td>
<td>Advanced Studies in Cognition: Learning through</td>
<td>3</td>
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<td></td>
<td>Design-Based Research in Schools</td>
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<tr>
<td>EPD668</td>
<td>Advanced Studies in Social Issues Relevant to</td>
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<td>Education: Interpersonal Relationship in Culturally</td>
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<td>Diverse Educational Environments</td>
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<td>EPD669</td>
<td>Advanced Studies in Problem-Solving Special</td>
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<td>Education and School Psychology Service Delivery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Systems</td>
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</tbody>
</table>

DOCTORAL PRACTICUM

EPD692 Doctoral Practicum in School Psychology 6

This practicum is designed to broaden the applied skills of doctoral level school psychology students to include activities essential for the delivery of mental health services to children and youth in schools and other educational contexts. Practicum activities include early identification and intervention activities designed to promote mental health and resiliency. Doctoral students will work under the supervision of mental health professionals, such as a licensed doctoral level psychologist, and the university practicum instructor. A total of 600 practicum hours and 6 semester hour credits are required.

PRACTICUM SEMINAR

Students enrolled in the practicum must attend a bi-weekly seminar. The seminar, which is associated with the field experience, will be primarily problem-based, and will involve presentation, analysis, and discussion of actual practice experiences. Students may complete the practicum in either one or two years, and will participate in practicum seminars concurrently with their field experience. Students will typically register for 2 semester credits per term. A total of 6 semester hours are required.
The School Psychology doctoral internship is a twelve-month full time experience in broad areas of school psychology, under the supervision of both university and license psychologists in the field. The internship goals, requirements, activities, evaluation, etc. have been developed and are delivered through the Illinois School Psychology Internship consortium (ISPIC). The experience is designed to meet all the professional associations' requirements for doctoral level School Psychology internship.

Internship goals, activities, and methods of evaluation:

Students begin the internship after completing the required coursework and after successfully passing the comprehensive exam. Students who elect to do their dissertation after the internship can take the Dissertation Proposal Seminar and the advanced research course during or after the internship, while they are working on the dissertation. To obtain an internship, students must apply to the Illinois School Psychology Internship Consortium (ISPIC) and participate in the National Matching Service. National-Louis University is one of the four Illinois Universities that sponsor the consortium, which is APA approved.

Electives 9 SH

Elective courses are selected in consultation with an academic advisor.

Additional information about program policies and procedure, comprehensive examination, etc. is available in the NCE Doctoral Handbook.

Educational Psychology/ Human Learning and Development Option

The Educational Psychology/Human Learning and Development option 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 below. This common core represents areas of knowledge which the graduate faculty considers essential for all doctoral candidates in education. In addition to the doctoral core and research requirements, students complete one or two areas of minor concentration and electives.
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

Doctoral Core 6
Research, Dissertation 21
Reading and Language Core 23
Internship 6
Electives 7

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

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.

Doctoral Degree Program Offered Jointly Between National College of Education & College of Arts and Sciences

Community College Leadership (Ed.D.)

The Community College Leadership Doctoral Program is part of both the Adult, Continuing, and Literacy Education department of College of Arts and Sciences, and the Educational Foundations and Inquiry Department of National College of Education.

The Doctoral Program focuses on habits of mind, as well as operational knowledge, required of community college leaders. With regard to its focus on leadership, the program takes as its primary concern the study of how leaders lead and in particular how they become critically reflective practitioners.

The Program is designed for people working in community colleges who aspire to be a faculty leader, department chair, program...
director and coordinator, dean, vice-president and president. Its unique delivery system integrates academic study with practice and gives students the benefits of collaborative resources without interrupting their personal and employment obligations.

The Program is three years in length including an integrated dissertation process in a diverse cohort of approximately 15-20 learners. Coursework is offered over the initial two years and six months of the Program. Students participate in regularly scheduled class sessions; day and time designed to meet the needs of each cohort and two summer sessions (two weeks each summer). Guided study over the internet supports coursework. A dissertation clinic with faculty consultation is required to facilitate the completion of both the course work and dissertation within three years.

Admission Process

An annual admission cycle begins in April each year. Review of completed applications will begin on April 1 and will continue until the fall cohort is filled with qualified candidates. Notification of admissions will begin July 1. Candidates must have a master’s degree, experience in a higher educational institution (with a preference for three to five years as faculty or in a leadership role in a community college), and demonstrated skills in communication and writing consistent with doctoral study. Admission to the CCL doctoral program is highly competitive.

The application for admission includes the following:

- Completed application and non-refundable application fee.
- An official transcript showing completion of a Master’s degree from a regionally accredited institution. Completion of a bachelor’s degree must be verified.
- Three letters of recommendation.
- Professional resume.
- Personal statement describing the applicant’s expectations of the program and core beliefs regarding the role of leaders within the community college.
- A writing assignment involving a critical commentary on an article related to the community college.
- A faculty interview.

Courses are listed in their usual sequence, but the sequence can be adapted to the needs of a particular cohort. All the courses listed here are required.

### Course Requirements: 65 SH

<table>
<thead>
<tr>
<th>Winter - Year 1/Term II</th>
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| Spring - Year 1/Term III | 2|
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| CCL610 Paradigms of Research: Multiple Ways of Knowing | 3 |
| CCL621 Adult Development and Learning for the Community College | 3 |

| Summer - Year 1/Term IV | 2|
|------------------------|
| CCL615 Research: Dissertation Concept Paper | 6 |

| Fall – Year 2/Term V | 2|
|---------------------|
| CCL605 Organizational Theory and the Community College | 3 |
| CCL620 Literature Review Seminar | 3 |

| Winter – Year 2/Term VI | 2|
|------------------------|
| CCL622 Human Resource Development for the Community College | 3 |
| CCL623 Politics, Policy, and Law: Community College Issues | 3 |

| Spring – Year 2/Term VII | 2|
|-------------------------|
| CCL625 Research Methodologies | 3 |
| CCL626 Community College Leadership and Governance | 3 |

| Summer – Year 2/Term VIII | 2|
|---------------------------|
| CCL627 Community College Finance | 3 |
| CCL628 Strategic Planning and Management in the Community College | 3 |

| Fall – Year 3/Term IX | 2|
|----------------------|
| CCL630 Research: Advanced Data Collection and Analysis | 3 |
| CCL631 Accountability, Evaluation, and Outcome Assessment | 3 |

| Winter – Year 3/Term X | 2|
|-----------------------|
| CCL632 Student Affairs and Student Services in the Community College | 3 |
| CCL604 Community Development through Partnerships | 3 |

| Spring – Year 3/Term XI | 2|
|------------------------|
| CCL699 Research: Dissertation Clinic | 4 |
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. ECE22). 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
CCL-Community College Leadership
CIC-Curriculum and Instruction
CIG-Curriculum and Instruction - Education of the Gifted
CIH-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
SEG-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(s): ESR503, ESR506 or ESR507, and permission of thesis advisor. 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 Doctoral Core I
Doctoral Core I is required for all NCE doctoral students. The course explores contemporary educational issues and debates related to five core themes—equity, social justice, cultural diversity, progressive education, and democracy—with particular emphasis on their interrelations of the themes. Students engage in and share inquiries that blend theory, research, and practice. A field-based inquiry is required for this course. Prerequisite(s): Doctoral standing. 3 semester hours

CCD610B Doctoral Core II
Doctoral Core II is required for all NCE doctoral students. The course explores contemporary educational issues and debates related to five core themes—equity, social justice, cultural diversity, progressive education, and democracy—with particular emphasis on their interrelations of the themes. Students engage in and share inquiries that blend theory, research, and practice. A field-based inquiry is required for this course. Prerequisite(s): CCD610A. 3 semester hours

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. Prerequisites: Doctoral standing or consent of instructor. 1-3 semester hours

CCD694 Independent Study/Doctoral
An independent study in one’s area of interest. The independent study must be supervised by or done in collaboration with a faculty member and can be taken for no more than a total of 6 semester hours. Prerequisite(s): Doctoral standing or consent of instructor. Consent of advisor and program director. 1-6 semester hours

CCD699A Dissertation: Curriculum and Social Inquiry
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 1-6 semester hours

CCD699AX Dissertation Continuation: Curriculum and Social Inquiry
Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCD699A. 0 semester hours

CCD699B Dissertation: Educational Leadership
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 1-6 semester hours

CCD699BX Dissertation Continuation: Educational Leadership
Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCD699B. 0 semester hours

CCD699C Dissertation: Reading and Language
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 1-6 semester hours

CCD699CX Dissertation Continuation: Reading and Language
Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCD699C. 0 semester hours

CCD699D Dissertation: Educational Psychology
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 1-6 semester hours

CCD699DX Dissertation Continuation: Educational Psychology
Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCD699D. 0 semester hours

CCL-Community College Leadership

CCL600 Introductory Seminar on the Community College System
The course is designed to introduce the student to and/or provide the
opportunities to reflect upon higher education as: the location of your educational experiences; the environment in which you participate in professional practice; an organizational entity; the subject of scholarly research; and an economic, social, cultural, and political institution within American society. The course acquaints graduate students with the study of the community college higher education system as an interdisciplinary field of study that bridges practice, theory, and empirical and other forms of research. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 1 semester hour

CCL601 History and Philosophy of Community College Education
This course is designed as an introductory overview of the historical antecedents and development of Community Colleges and an overview and analysis of the philosophical and theoretical foundations. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL602 Sociocultural Contexts of the Community College
This course examines community colleges as complex socio-cultural settings affected by political, sociological and historical contexts. Students will integrate theoretical readings with fieldwork to analyze dynamics that influence work--programs, management, administration, mission and vision set by the Board for the college--within the institutional settings of community colleges, within families, and within communities. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL603 Globalization and the Community College
In this course, students will examine globalization, its many facets, complexities, paradoxes, and controversies, especially as these affect the mission and work of the community college. The impact of globalization on the current and future lives of community college students--on workplace mobility and the consequent instability of labor markets--will be emphasized. Students will demonstrate their personal understanding of how economic, socio-political and cultural forces of globalization might influence local communities, nation-states, multicultural and transnational societies, agencies, and organizations. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL604 Community Development Through Partnerships
Participants will learn to design, monitor, and evaluate participatory community development projects framed within the mission of the community college. Special emphasis is placed on the relationship between organizing and capacity building and the sustainable development of communities. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL605 Organizational Theory and the Community College
Examines the organization of community colleges and other institutions relative to advances in Systems, Chaos, and Complexity theory, with a special emphasis on the role of leaders in these institutions. Students will apply these varied theoretical frameworks to their own experiences of organization within the community college. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL610 Paradigms of Research: Multiple Ways of Knowing
In this course, students explore multiple theories of knowledge and research and their enactments in diverse community college contexts. Students investigate the nature and language of epistemological claims as they are created and legitimated through scientific, philosophical, historical, cultural, and personal renditions of knowledge. Students examine the implications of specific paradigms of knowledge for critiquing, conceptualizing, conducting, interpreting, and using research in their immediate settings. Critical reflections on the intersections of knowledge, power, identity and context are emphasized throughout the course. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL615 Research: Dissertation Concept Paper
An intensive immersion workshop in which students review the research elements of the dissertation process and develop a concept paper describing the project, its guiding questions, directions for the development of a literature review, and the significance of the project for practice. This concept paper will be a working draft of the dissertation proposal to be completed in subsequent semesters. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 6 semester hours

CCL620 Literature Review Seminar
This course introduces elements of critical review of literature and other resources related to doctoral research. Emphasis will be placed on critique and comparative analysis of the literature, discernment of gaps in existing research, and identifying conceptual and theoretical frameworks grounded in the work of others. Prerequisite(s): Admission to the Community College Leadership doctoral program. 3 semester hours

CCL621 Adult Development & Learning for the Community College
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. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL622 Human Resource Development for the Community College
This course provides a comprehensive overview of human resource development from its historical evolution to current methods, trends, and issues. A number of HRD functions--including training, staff development, personnel management, and the development of the
COURSE DESCRIPTIONS

CCL623  Politics, Policy, and Law: Community College Issues
In this course, students will examine Illinois community colleges in relation to the Community College Act, as well as general community college issues in relation to current legal, political, and economic factors that affect the American community college. Students will critically examine the basic assumptions and social forces that influence current educational policy making efforts with an emphasis on their legal, economic, and political underpinnings. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL626  Community College Leadership and Governance
The course is designed to actively investigate the roles of leaders and leadership within the contemporary community college setting. Attention will be given to concepts and practices endemic to administration, models for governance, administrative structure and operations, decision making and leadership. This course is intended to provide the student with theoretical and practical background on issues related to community college leadership, institutional effectiveness, and quality management. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL627  Community College Finance
This course is designed to provide non-financial managers and prospective community college leaders with a working knowledge of budget planning and management techniques and practices related to community college finance. Students are exposed to the art of building budgets, from the fundamentals of budget building to how budgets are influenced, finalized, and monitored. A background in economics is neither required for the course nor assumed by the professors. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL628  Strategic Planning and Management in the Community College
This course focuses on the theory and practice of strategic planning and strategic management in higher education. The course will cover various models and approaches to designing and conducting strategic planning. Students will be exposed to and practice using tools for strategic planning including its phases of planning, implementation, and evaluation. The course will emphasize a "big picture" systems perspective for implementation rather than merely long term planning. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of professor. 3 semester hours

CCL630  Research: Advanced Data Collection and Analysis
Reviews data collected in relation to a dissertation in progress and provides a forum for critique of preliminary analysis and further refinement of collection and analysis procedures. Prerequisite(s): Admission to the Community College Leadership doctoral program. 3 semester hours

CCL631  Accountability, Evaluation, and Outcome Assessment
This course provides an overview of the need to demonstrate the administrative and academic effectiveness of community colleges and their programs. Various tools, techniques, and approaches for assessment and evaluation are examined for the distinctive areas within the institution: student outcomes, program and departmental evaluations, program certification and institutional assessment and accreditation. Students explore formal systematic and structured assessments and evaluations used to obtain performance information and data to measure the activities, characteristics, effectiveness, and efficiency of programs, departments and the institution as a whole. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of professor. 3 semester hours

CCL632  Student Affairs and Student Services in the Community College
The course provides an overview to the student affairs and student services in the community college by examining the history, purposes, & organization of the department. Student affairs functions are explored with special emphasis on admissions and registration, financial aid, records, counseling and advising, and the student activity programs. Enrollment management issues and concerns are examined along with data collection and reporting requirements for college admission, retention, progression, and promotion processes. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of professor. 3 semester hours

CCL633  Technology in the Community College
Explores current technologies serving both programs and infrastructure--PeopleSoft and Banner, interactive video, online courseware, multimedia, and computerized instruction- in the context of best practices in Community Colleges. This course, grounded in each college’s Facility Master Plan, will evaluate the uses of technology as well as its costs and how these costs are realized within the college’s budget. Prerequisite(s): Admission to the Community College Leadership Doctoral program or permission of the professor. 3 semester hours
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

CIC503 Curriculum Design and Evaluation
This course examines curriculum, instruction, assessment, and evaluation as interrelated components. Focus is placed on making informed decisions about how the processes of design and evaluation support enduring understanding. Participants actively engage in comprehensive study of the theory, history, values and politics that impact curriculum today, evaluating curriculum through the lenses of comparative study of curricular recommendations over time. Prerequisite(s): Admission to the Curriculum and Instruction program; For students in clusters/mini-clusters, the completion of 1 semester hour CIC592 with the minimum grade of B; For students who have completed 15+ semester hours, submission of C&I midway portfolio; Exception to above requires permission of C&I Program Director. 1-3 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(s): 2 or 3 semester hours CIC 503 with a minimum grade of B; Submission of C&I midway portfolio for those who have completed 15+ semester hours; Exception to above requires permission of C&I Program Director. 1-3 semester hours

CIC507 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

CIC508 Field Study/Curriculum and Instruction
This course 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., classrooms, schools and communities). Teachers are encouraged to work with colleagues in the field-based program and/or with reaching colleagues as they pursue their explorations.
Prerequisite(s): C&I students: Approval by academic advisor; IDS students: Admission to the Interdisciplinary Studies Program in Curriculum and Instruction and completion of Term I. 1-3 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**
The purpose of this independent study in curriculum and instruction is to provide 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 professional aspirations as a teacher. Prerequisite(s): none. 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

**CIC599X Thesis Continuation**
Continuous registration required until thesis is complete. Prerequisite(s): Masters standing, consent of instructor, and prior registration for the required number of hours in CIC599. 0 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

**CIG591 Field Study/Gifted Education**
This field experience provides teachers with an opportunity to blend an in-depth inquiry into the major issues and topics of gifted education with first-hand observation, planning, and co-teaching in a gifted program. Note: This course may be repeated for a maximum of 3 semester hours. Prerequisite(s): None. 1-3 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. 1-5 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
COURSE DESCRIPTIONS

CIH595 Selected Topics/Humanities Education, Art and Music Education

COURSE DESCRIPTIONS

CIL-Curriculum and Instruction - ESL and Bilingual Education

CIL500 Foundations of ESL and Bilingual 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. The course considers local, state, and federal policies regarding entitlement and appropriate school services for English language learners, and important program models. Current theories of Second Language Acquisition (SLA), bilingualism, and sociocultural theories are explored for their pedagogical implications, and specific program models within and outside the U.S. are examined for their contributions to student academic achievement. Prerequisite(s): none. 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. Prerequisite(s): none. 3 semester hours

*Note: This course may be substituted for CIL512 Reading in a New Language: Linguistic Considerations for the ESL approval.

**For Adult TESOL, please note: A four workshop series focusing on the adult ESOL practitioner is offered through the College of Arts and Sciences under the prefix APL486. The workshops can be used for elective credit toward the ESL/Bilingual Concentration, but cannot be substituted for the ESL or Bilingual approval courses.

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. Socio-cultural 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 Teaching English as a Second Language
This course prepares teachers in methodology for teaching language and content to English Language Learners (ELLs). Participants consider historical and current ESL program models and second language acquisition theories, pedagogy, and methodology. Students are guided in creating and presenting teaching units and lessons based on various methods, approaches, and techniques. Participants discuss the selection, use, and evaluation of books, multimedia, and other materials. Students apply relevant federal, state, and local learning and assessment standards to their teaching. Prerequisite(s): none. 3 semester hours

CIL506 Methods and Materials for Teaching Bilingual Education
This course prepares teachers in methodology for teaching language and content to English Language Learners (ELLs) in bilingual education programs. Participants critically examine bilingual education program models and theories of bilingualism, biliteracy, first and second language acquisition, and transfer of skills and content knowledge between first and second language. Participants are guided in creating a teaching unit and adapting and presenting lessons using various methods, approaches, and techniques. Participants discuss the selection, use, and evaluation of books, multimedia, and other materials in the first and subsequent languages. Participants examine the application of relevant learning and assessment standards to their teaching. Prerequisite(s): none. 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 these are assessed in mandated, large-scale assessment and in classroom assessment (traditional and alternative). 3 semester hours

CIL512 Reading in a New Language: Linguistic Considerations
Through review of research, study of best practices, and critical reflection, the process of reading in a new language is examined in comparison to reading in a first language. Differences between the first and second languages' writing and grammar systems and transfer from the first to a new language are discussed. Principles, methods, and techniques for developing second language reading proficiency are described and analyzed. External influences on literacy, such as home literacy practices, cultural views toward education and the school system, and affective aspects are considered, as well as the relationship between second language reading and writing development. Prerequisite(s): none. 3 semester hours

CIL531 Cross Cultural Education
This course examines the impact of culture on society and the educational system, and the importance of culture in addressing the needs of immigrant students. It explores the dynamic processes of acculturation and cultural conflict. Participants examine the role of culture in the American educational system and how ethno-linguistic groups contribute to the dynamics of the classroom. Participants examine behavioral expectations and learning styles of students from different backgrounds and how teacher expectations can affect perceptual judgements of students. Participants design culturally relevant instruction to further the academic success of diverse groups,
and learn ways to foster collaborative learning environments. Prerequisite(s): none. 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

CIL583 Workshop/Bilingual and Multicultural Education/Contemporary Issues
1-4 semester hours

CIL584 Workshop/Bilingual and Multicultural Education/Curriculum Materials
1-4 semester hours

CIL585 Workshop/Bilingual and Multicultural Education/Instructional Practices
1-4 semester hours

CIL594 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. 1-4 semester hours

CIL595 Topics in Bilingualism and Education
1-3 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 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

CIN510 Physical Assessment for School Nurses
A practical course with a focus on developing and refining assessment skills which include interviewing technique and physical examination techniques tailored to meet the needs of nurses practicing in school settings. Content will include the performance of a complete physical examination on a school-aged child. Physical assessment skills will be discussed, practiced, applied within the framework of the nursing process of assessment, diagnosis or problem identification, planning, intervention, and evaluation. Prerequisite(s): The student must be a certified school nurse or a nurse studying to become a certified school nurse with a baccalaureate degree. 2 semester hours

CIN560 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 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. Prerequisite(s): none 1 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 with the school nurse internship. 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

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 blends 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 life-long 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 Education Coordinator. 3 semester hours

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 their "Bill of Rights" as consumers in the marketplace. 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 examines the historical, philosophical, and political contexts under which curriculum theories were shaped in the United States from 1890-1970. Students explore the changing and broadening concepts of curriculum. They examine the interest groups and ideologies that have been at the center of historical struggles for control. The course draws upon the work of influential curriculum scholars, capturing central and often contentious debates among them about the aims, directions, and goals of education. Students deliberate on perennial questions: What knowledge is of most worth? Whose interests are served? Who controls the distribution and assessment of 'knowledge'? Prerequisite(s): Doctoral student or permission of instructor. 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
Students in the course consider curriculum theories 1970-present in relation to the assumptions and implications of the social, cultural, political and historical movements in which they are embedded. Curriculum studies as a field is explored, as is its intersections with related fields of study (e.g. disability studies, gender studies, race studies). Students explore ways in which curriculum theory can be transformative for educational practice and policy. A field component is included in the requirements of this course. Prerequisite(s): Doctoral standing or consent of instructor. 3 semester hours

CSI603 Curriculum Planning, Organization and Evaluation
Students will identify, analyze, and critique theoretical frameworks and practical applications of multiple perspectives on curriculum planning, organization, and evaluation. Aspects of official, enacted, overt, hidden, null, and out-of-school curricula will be explored. All perspectives will be considered through critical examination of contemporary curriculum concepts, practices, and proposals that are dominant at the time the course is offered. The course will involve a 15-hour field research project as well as group deliberation regarding the ways in which various forms of curriculum analysis can be used to understand and enhance ongoing curriculum plans in a school, district, or other educational setting. Prerequisite(s): Admission to CSI doctoral program OR permission of instructor. 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...
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COURSE DESCRIPTIONS

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 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 place 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 encourage 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(s): A developmental psychology course. 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 preclinical hours are required. Prerequisite(s): None. 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 preclinical hours are required. Prerequisite(s): None. 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 preclinical hours are required. Prerequisite(s): None. 2 quarter hours

ECE301  Understanding Infants and Toddlers
Students will explore the world of infants and toddlers and the basis for individual differences, including prenatal factors, social and family factors, and the effects of infant temperament, attachment, health, and early experiences. Patterns of growth and development will be examined along with the potential for enhancement through enlightened caregiving and educational practices. Discussion of the impact of cultural differences, recent trends in early care, and support for children with special needs will be included. Observation hours are required. Prerequisite(s): Junior standing. 5 quarter hours

ECE302  Essentials of Infant-Toddler Care
Key components of care for very young children form the basis of this course. Examination of the Infant-Toddler Environment Rating Scale and Illinois state regulations for licensed care combine with observations of model practice to provide students with insights into effective decision-making in centers serving infants and toddlers. Observation hours are required. Prerequisite(s): None. 3 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. Multi-cultural and anti-bias issues are explored. Family intervention services for support assessment and program planning are presented. Family crisis, family stress issues, child illness, and special needs children are discussed in relation to educational practice. Prerequisite(s): None. 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. Five pre-clinical hours are required. Prerequisite(s): None. 5 quarter hours

ECE320  Speech and Language Development
Students will construct an understanding of speech and language acquisition in children 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 an equivalent course in Developmental Psychology. 3 quarter hours

ECE321  Curriculum and Teaching in the Infant and Toddler Classroom
This course examines curricular models and instructional materials that foster the development of infants and toddlers. Strategies for administering and managing infant and toddler learning environments are examined. Observation hours are required. Prerequisite(s): Junior standing or instructor approval. 5 quarter hours

ECE322  Developing Early Childhood Programs
This course will examine issues in program development in child care centers, preschools, and family child care homes. Attention is paid to issues of diversity and accommodation of special needs as part of a coherent and consistent guiding philosophy and practice. Prerequisite(s): Junior standing or permission of advisor. 2 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

ECE326  Administration of Early Childhood Programs
This course provides an overview of the knowledge and skills necessary to develop and administer an early care and education facility. This course explores management and leadership skills, program and facility development including: licensing, organizational structure, policy development, finances, personnel, families, marketing, program evaluation and other related topics. Students examine different styles of
management and identify the methods and strategies that contribute to effective management. The course covers management tasks including program planning, people management, program evaluation, management of supplies and equipment, development, and managing and monitoring financial resources. Prerequisite(s): Junior standing or permission of advisor. 5 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

ECE 335  Best Business Practices in Family Child Care
In this course, students will examine the development of a high-quality family child care enterprise, utilizing best business practices and successful marketing strategies. Students will have an opportunity to develop a family child care business plan and mission statement, cultivate advocacy skills, explore techniques on creating a professional image, and learn about national family child care accreditation. Prerequisite(s): none. 3 quarter hours

ECE 336  Best Practices in Early Childhood Education for Infants, Toddlers, and Families
This seminar course focuses on “best practices” for young children and their families in early care and education programs. Students examine how “best practice” is determined, cultural and historical influences on best practice, institutionalization of best practice by accreditation, licensure, and legislation, and the role of the teacher or caregiver in establishing and promulgating best practice in a variety of early childhood environments. Prerequisite(s): Junior standing or instructor approval. 5 quarter hours

ECE 337  Ethics and Professionalism in Early Childhood Education
The purpose of this course is to assist students in developing a detailed ethical framework that will guide their actions while working with children, families, schools and organizations. Areas of emphasis include: an introduction to some of the main theoretical issues in ethics, an examination of moral problems often encountered in the early childhood context (e.g., confidentiality, discrimination, diversity, etc.) and an exploration of some of the moral theories and practices in today’s schools and child care centers, especially from the perspectives of Kohlberg and Gilligan. Prerequisite(s): Junior standing or instructor approval. 5 quarter hours

ECE 340  Classroom Management in Early Childhood Education
This course is designed to present the student with a variety of resources in guiding children and managing the classroom. Theory-based strategies are presented that focus on positive guidance, prevention techniques and creating a prosocial classroom environment. Prerequisite(s): none. 5 quarter hours

ECE 405  Preprimary 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(s): ECE 202, ECE 205, ECE 206, SPE 300, or their equivalents. 3 quarter hours

ECE 406  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(s): ECE 202, ECE 205, ECE 206, SPE 300, or their equivalents. 3 quarter hours

ECE 460  Early Childhood Practicum
Students in this course complete at least 75 hours of classroom teaching in a half-day experience or its equivalent. 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. Prerequisite(s): Completion of ECE 202, ECE 205, ECE 206, SPE 300, ECE 310, ECE 315, ECE 405, and ECE 406 or their equivalents; Consent of department; Background check. 7 quarter hours

ECE 470  Full-Day Student Teaching
Students in this course complete a full-day experience of student teaching in an early childhood setting for ten weeks. Weekly seminars are conducted for all student teachers and topics include problems, issues and concerns for 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 two weeks) during the term. This course is the culminating experience of early childhood majors. Prerequisite(s): Admission to National College of Education, Successful completion of ECE 405, ECE 406, CIS 481, MHE 481, RLL 481, and SCE 481; consent of department; background check. 14 quarter hours
ECE492 Internship: Child Care Center and Preschool Practice
Students will serve as interns in an approved child care center or preschool that provides a daily program of education and care for a minimum of 100 hours. Under the discretion of a mentor and with the University supervision, students will engage in all aspects of site management or of instruction and care, including daily interaction with children, parents, teachers, staff, and other constituents. A weekly seminar will support this activity. Prerequisite(s): Senior Standing in Early Childhood Education and approval of the department. 7 quarter hours

ECE493 Internship: Infant and Toddler Care and Development
Students will serve as interns or teaching assistants in an approved infant-toddler setting that provides developmental support and care for a minimum of 100 hours. Under the direction of a mentor and with University supervision, students will engage in all aspects of daily interaction with children ages 0-2. A weekly seminar will support this activity. Prerequisite(s): Senior Standing in Early Childhood Education and approval of the department. 7 quarter hours

ECE495 Early Childhood/September Field Experience (0 QH)
This course is designed to give specific experience in the opening of a public school classroom to the senior level student. Students are to report on the first day of the Fall term and assist the cooperating teacher in preparing the learning environment. Up to 25 preclinical hours may be earned. 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
A comprehensive study of instructional methods for teaching language arts and social studies in the K-3 classroom. Includes methods for working with mainstreamed children and children in a multicultural setting. Preclinical experiences are required. Prerequisite(s): 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. 15 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. Prerequisite(s): None. 1-2 semester hours

ECE505 Early Childhood Instructional Methods/Preprimary/Language Arts, Literature, Art, Music and Movement
This course is a survey of instructional materials, methods, and supportive learning environments for teaching language arts, literature, art, music, and movement to children in preprimary settings. Students design, identify, demonstrate, and evaluate appropriate experiences and teaching strategies for preprimary children. Course topics include discussions of behavior management, multicultural education, an integrated curriculum approach, and adaptation of the curriculum for children with special needs. Ten hours of observation of children ages three to five in a university-approved site are required. Prerequisite(s): EPS500A. 2 semester hours

ECE506 Early Childhood Instructional Methods/Preprimary/Mathematics, Science, and Social Studies
This course is a survey of instructional materials, methods, and supportive learning environments for teaching math, science, and social studies to children in preprimary settings. Students design, identify, demonstrate, and evaluate appropriate experiences and teaching strategies that support development of mathematics, scientific, and social studies concepts for preprimary children. Course topics include discussions of behavior management, multicultural education, an integrated curriculum approach, and adaptation of the curriculum for children with special needs. Preclinical experiences required. Prerequisite(s): 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 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, including the use of technology. Emphasis is given to the concept of
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, the role of technology in children’s 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. Prerequisite(s): none. 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. They will also be introduced to personal management, desktop publishing, and photo editing software. The course will conclude with a demonstration of additional hardware
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 to 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

ECE547 Developmentally Appropriate Curriculum in the Primary Grades
In this course students will examine the concept of Developmentally Appropriate Practice in the context of the traditional primary grade classroom. Various curriculum models and techniques, including play, inquiry, and self-directed learning, will be considered as vehicles for teaching academic and cognitive skills to both typically developing and special-needs students. Development of a philosophy-based plan for teaching that at the same time responds to standards-based requirements of the modern school is a key task in this course. Prerequisite(s): none. 2 semester hours

ECE548 Practicum in Developmentally Appropriate Curriculum in the Primary Grades
This course provides students with practical experience in implementation of Developmentally Appropriate Practice in the traditional primary grade classroom. Students will plan and conduct mini-lessons, conduct authentic assessment, and make observations of instruction based on DAP principles. Prerequisite(s): This course must be taken concurrently with ECE547 - Developmentally Appropriate Curriculum in the Primary Grades. 1 semester hour

ECE549 Portfolio Development for Subsequent Certification
This is the initial course designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in early childhood education; elementary education; secondary education for science; social sciences, English language arts, or mathematics; special education for LBS-I; or K-12 foreign language. A portfolio documenting knowledge and experiences encompassing the
 This course is required for all candidates seeking subsequent certificates through the focused program. Prerequisite(s): Valid Illinois certificate.

4 semester hours

**ECE567** Portfolio Development for Practicing Professionals

This is the initial course designed for candidates considering admission to the Practicing Professionals credential program in Early Childhood Education. In this course, candidates will complete a minimum of 30 hours outside of class time to create a portfolio documenting the knowledge and experiences encompassing early childhood teaching standards for the certificate. This course is required for all candidates seeking initial certification through the Practicing Professionals program. Prerequisite(s): Department approval based on a candidate’s relevant undergraduate preparation and relevant employment history including current employment. Admission is not prerequisite to this course. 4 semester hours

**ECE568** Practicum for Practicing Professionals

This course is designed for candidates who are enrolled in the Practicing Professionals program leading to Early Childhood certification (type 04). In this Practicum, the candidate will complete 75-150 hours of instruction in a classroom setting at the preprimary or primary level, depending upon prior experience. Enrollment in this class requires advance application and approval. Placement is restricted to an approved region, which currently includes only our home campus regions: Chicago, North Suburban, West Suburban, and South Metropolitan. Prerequisite(s): ECE567 - Portfolio Development for Practicing Professionals; Completion of individualized program of study as determined by initial portfolio review and detailed in the candidate’s Professional Development Plan; Application for placement with preclinical review of portfolio; Passing score on Illinois Test of Basic Skills on file at NCE; Passing score on Illinois Early Childhood Content Area Test on file at NCE; Current TB test; Current Criminal Background Check. 3-6 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 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

ECE582I  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. 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

ECE582J  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

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

ECE598A/B  Resident Teacher Internship A/B
This internship is required for all candidates with a Resident Teacher Certificate. The seminar provides the candidates 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; and to develop an understanding of the multiple roles of teachers. Also, each candidate is mentored in the classroom by an experienced, certified teacher and a university supervisor. Candidates enroll in the internship for two semester hours for six consecutive terms (12 semester hours) during their first two years of teaching. Prerequisite(s): *Employed as a teacher in a partnership district *Admitted to the Resident Teacher Program in the area in which they are seeking certification and degree *Hold a Resident Teacher Certificate Resident teachers must successfully complete (grade of B or higher) all coursework in terms 1, 2, and 3; Resident Teacher Internship A; have satisfactory district-level evaluations; and pass the appropriate ISBE content area test to continue into terms 4, 5, and 6 and Resident Teacher Internship B. A grade of X
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 local 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. 2-3 semester hours

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 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
3 semester hours

EDL590B Clinical Internship/Educational Leadership/Middle School
3 semester hours

EDL590C Clinical Internship/Educational Leadership/Secondary
3 semester hours

EDL590D Clinical Internship/Educational Leadership/Exceptional Children
3 semester hours

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/Professional Development
The purpose of this independent study is to provide participants with the opportunity to explore a topic of their own choice related to professional development and growth, educational supervision, and/or educational leadership. Prerequisite(s): Admission to the Interdisciplinary Studies Program in Curriculum and Instruction and completion of Terms I and II. 1-3 semester hours

EDL594A Independent Study/Educational Leadership
1-3 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
EDL603  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

EDL610  Entry Portfolio Development for Superintendent Endorsement
This course is designed for applicants of the Educational Leadership Doctoral program who hold an Educational Specialist degree from another university or who have completed considerable coursework in a degree program aligned to Illinois Content Standards and the national standards of the Educational Leadership Constituent Consortium. Under direction of a faculty member, a portfolio documenting knowledge, skills and dispositions embedded in the state and national standards will be created. Prerequisite(s): Candidate must hold Type 75 endorsement in Illinois or the Type 51 License in Wisconsin. Candidate must submit an application for admission to the EDS or EDD program in Educational Leadership. 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 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 seminar provides an opportunity for administrative interns to integrate practical experience with theoretical models addressed in the program coursework. 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 preclinical hours at a specified school and meet for required seminars. Practicum I is an integral part of the professional sequence. This course is a prerequisite for admission to National College of Education (must be concurrent with 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: LAA110. 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

ELE300  Elementary Education: Practicum I Seminar/Field Experience
Practicum I Seminar/Field Experience is in introductory course of directed observation and participation in an elementary education setting (K-9 classroom) designed to provide an overview of teaching and learning. The course integrates field-based experiences with on-campus seminars. During Practicum I Seminar/Field Experience, candidates complete a minimum of 40 preclinical hours at a specified school, attend seminars, participate in exit conferences, and begin an electronic portfolio. Practicum I Seminar/Field Experience is an integral component of the professional sequence and admission to the National College of Education is required. Prerequisite(s): Admission to National College of Education. 4 quarter hours

ELE315  History and Philosophy of Education
This course will focus on the history of ideas, individuals and events that have influenced the curriculum, organization, policies, and philosophies of schools in the United States. A variable credit option allows students to pursue the historical and philosophical background of contemporary issues in education in greater depth by registering for 3-5 quarter hours. Prerequisite(s): none. 3-5 quarter hours

ELE345  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

ELE347  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

ELE410  Elementary Education: Practicum II
An advanced course that integrates educational theory and understanding with field experiences and methods courses. ELE410 is the first in two consecutive quarters of integrated course work and field experience. The concurrent university study and field experience provide an opportunity to bridge theory and practice. Candidates meet weekly in seminar to explore and analyze their varied experiences and broaden their base of professional knowledge prior to student teaching. Prerequisite(s): Admission to National College of Education and completion of all Foundational Coursework. 3 quarter hours

ELE415  Elementary Education: Practicum II: Field Experience
An advanced field experience integrating knowledge from ELE410 and methods courses. The Practicum II field experience is the first in two consecutive quarters of field experience and integrated coursework. The field experience and university coursework provides an opportunity to bridge theory and practice. The candidate is actively involved two full days per week in a school-based practicum experience. Prerequisite(s): Admission to the National College of Education and completion of all Foundational Coursework. 2 quarter hours

ELE420  Elementary Education: Practicum III
An advanced course that continues to integrate educational theory and understanding with field experience and methods courses. Practicum II and 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 in elementary/ middle level schools. The concurrent university course and field experiences provide an opportunity to bridge theory and practice. In Practicum III, the students evaluate and apply independently the concepts introduced in Practicum II and elaborate in Practicum III. Prerequisite(s): Admission to National College of Education; a grade of "C" or better in ELE410, ELE415, and two of the methods courses taken concurrently with Practicum II. 3 quarter hours

ELE425  Elementary Education Practicum III: Field Experience
An advanced course integrating knowledge from ELE420 and methods courses. The Practicum III field experience is the second of two consecutive quarters of field experience and integrated coursework. The field experience and university course provides an opportunity to bridge theory and practice. The candidate is actively involved two full days per week in a school-based practicum experience. Prerequisite(s): Admission to National College of Education; A grade of "C" or better in ELE410, ELE415, and the two concurrent methods courses. 2 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
ELE450  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

ELE460  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  Elementary Education: Student Teaching
This is the final course in the professional sequence of the Elementary Education program leading to certification for teaching in elementary and middle level classrooms. The course combines university and field experiences focusing on active involvement in a classroom under the supervision of a cooperating teacher and university supervisor. The course advances the candidate's professional growth through study and application of instruction to support the learning of individuals and groups. Candidates gain in initial understanding of environments that encourage learners and collegial relationships in school. The course is a prerequisite for ELE510 Elementary Education: Practicum II. Prerequisite(s): Admission to the Elementary Education Master of Arts in Teaching program. 3 semester hours

ELE495  Selected Topics/Elementary Education
1-6 quarter hours

ELE500  Elementary Education Practicum I: Seminar and Field Experience
The course introduces elementary education teacher candidates to the roles and responsibilities of teachers in grades K-8. The course combines university seminars and a minimum of 35 hours of field experience focusing on active involvement with a cooperating teacher and his/her class. The course is taken during the first term of the program and is a prerequisite for ELE510. Prerequisite(s): Admission to the Elementary Education Master of Arts in Teaching program. 3 semester hours

ELE510  Elementary Education Practicum II: Seminar and Field Experience
The 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 seminars and a minimum of 50 hours of field experiences focusing on active involvement with a cooperating teacher and his/her class. The course advances candidates' engagement in the profession through study and application of instruction to support the learning of individuals and groups and their understanding of environments that encourage learners and collegial relationships in the school. The course is a prerequisite for ELE590 Elementary Education: Student Teaching. Prerequisite(s): ELE500, EPS511, FND510, SPE500, and two of the following: CIS480B, MHE480B, RLR500, RLL480B, SCE480B, ELE545, ELE547. 3 semester 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 enhance the ability to teach and to integrate content areas. Open only to admitted M.A.T. students in alternative programs. 4 semester hours

ELE545  Methods of Teaching Arts Education
The course provides Elementary Education Master of Arts in Teaching 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. Prerequisite(s): ELE500, EPS511, and the Illinois General Education requirement of one course in the arts. 1 semester hour
ELE547  Methods of Teaching Health and Physical Education
The course provides elementary education Master of Arts in Teaching 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. The course will orient candidates to the interrelationships and connections between health and physical education. Prerequisites: ELE500, EPS511. 1 semester hour

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 early childhood education; elementary education; secondary education for science; social sciences, English language arts, or mathematics; special education for LBS-I; 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. Prerequisite(s): Valid Illinois certificate. 4 semester hours

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. 3-6 semester hours

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 orientates 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. 2 semester hours

ELE581  Elementary Education: Practicum II
The 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 in 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 Elementary Education: Student Teaching. Prerequisite(s): Admission to the Elementary Education Master of Arts in Teaching Program, ELE580, ESP510, EPS500B, FND504, SPE500, and two of the following: CIS480B, MHE480B, RLR500, RLL480B, SCE480B. 2 semester hours

ELE583  Workshop/Elementary Education/Contemporary Issues
1-4 semester hours

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-8 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. 2 semester hours

ELE590  Elementary Education: 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. It combines university seminars and field experiences over one academic term. The focus of student teaching is to provide active engagement with a cooperating teacher and his/her students. The course increases the candidate’s involvement in the profession through study and application to support the education of individuals and groups of learners. Candidates advance their understanding of environments that encourage a community of learners and collegial relationships in the school. Prerequisite(s): ELE500, ELE510, EPS511, FND510, SPE500, CIS480B, RLR500, RLL480B, MHE480B, SCE480B, ELE545, ELE547. 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 provides the Alternative Certification interns in the CPS/NLU partnership an opportunity to reflect upon their knowledge, skills, and dispositions for teaching and learning; evaluate and integrate theory and practice; and examine implications of practice for themselves,
ELE593  Elementary Education: Internship for Alternative Route to Certification Candidates

This seminar provides the Alternative Route to Certification interns an opportunity to reflect upon their knowledge, skills, and dispositions for teaching and learning; evaluate and integrate theory and practice; and examine implications of practice for themselves, their students, and their community. Each intern is mentored by an experienced, certified teacher and university supervisor. The internship begins only during the Fall Quarter and seminar meets once a month. Seminar is taken for 2 semester hours per quarter for 3 consecutive quarters. A grade of X is posted the first two quarter; a single grade is submitted at the end of the third quarter. Prerequisite(s): Completion of all coursework in Phase I with grades of B or higher; Completion of all general education requirements; Passing score on the Elementary/ Middle Level Content Area Test for ISBE; Position as a full-time teacher in a regular elementary [K-8] classroom.

1-4 semester hours

ELE594  Independent Study/Elementary Education

1-4 semester hours

ELE595  Selected Topics/Elementary Education

1-4 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.

ELE598A/B  Resident Teacher Internship A/B

This internship is required for all candidates with a Resident Teacher Certificate. The seminar provides the candidates 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; and to develop an understanding of the multiple roles of teachers. Also, each candidate is mentored in the classroom by an experienced, certified teacher and a university supervisor. Candidates enroll in the internship for two semester hours for six consecutive terms (12 semester hours) during their first two years of teaching. Prerequisite(s): *Employed as a teacher in a partnership district *Admitted to the Resident Teacher Program in the area in which they are seeking certification and degree.* Hold a Resident Teacher Certificate Resident teachers must successfully complete (grade of B or higher) all coursework in terms 1, 2, and 3; Resident Teacher Internship A; have satisfactory district-level evaluations; and pass the appropriate ISBE content area test to continue into terms 4, 5, and 6 and Resident Teacher Internship B. A grade of X is assigned for the first two terms and a letter grade is assigned for the third term [and replaces the X] for each separate internship year. 2 semester hours per term for two years, (6 semester hours per year for a total of 12 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: EPS503, EPD651. 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, EPS562D,E,F, or consent of instructor. 3 semester hours

**EPD659 Studies in Family-School Partnerships and Relationship-Building**
This class will examine characteristics and interactive dynamics of families and schools leading to collaborative family/school partnerships that enhance children’s and adolescents’ cognitive and social-emotional skills. It will explore the influence of family composition, cultural/ethnic/religious beliefs and values, economic status, language, and special needs, as well as the effects of school resources, beliefs and attitudes towards diverse learners, and school culture on building collaborative home/school relationships. Theoretical models such as Bronfenbrenner's ecological model, Getzel’s social systems approach, and Epstein’s typology of parental involvement will frame this inquiry. Evidence-based approaches that promote successful family-school collaboration and meaningful involvement will be investigated. Prerequisite(s): Doctoral standing or permission of instructor. 3 semester hours

**EPD660 Advanced Studies in Cognition: Learning and Knowledge as Social Practices**
Students in this seminar deepen their understanding of social processes that contribute to learning in diverse settings; a dynamic view of knowledge as a result of participating in communities of practice; and understanding of identity development as an aspect of socially relevant learning. The applicability of these ideas is considered when students analyze and critique learning in their chosen learning environment, and identify connections between the learning/teaching practices in diverse instructional settings and the nature and distribution of the knowledge acquired by the participants. This course requires a minimum of 15 hours of field work. Prerequisite(s): Advance standing; a graduate level course on learning in instructional settings (EPS541 or EPS511). 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...
EDUCATIONAL PSYCHOLOGY doctoral students, and is open to other systems theory and cultural psychology. This seminar is required for critically reflect upon contemporary literature on developmental individual development and adaptation. Students read, discuss, and emphasis is placed upon culture and community as a context for development, and learning using a contextual systems framework. 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

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

EPD663A  Doctoral Seminar II: Prevention Models 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

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

This course is devoted to the study of cognition and learning in classroom and school contexts. Students examine learning through a process of design-based research. Individuals engaged in design-based research utilize domain specific learning theory and research to outline cycles of instructional design, enactment, and analysis, and redesign in natural learning contexts. Student examine examples of published design research to derive frameworks, principles, and methods for action. Students draw from the literature to develop their own design experiments including appropriate assessment tools and evaluation processes to embed within the design. Students are expected to design and implement one research cycle during the course. Prerequisite(s): EPS541 Cognition and Instruction (or equivalent course); a graduate
level research design course. 3 semester hours

**EPD68** Advanced Studies in Social Issues Relevant to Education: Interpersonal Relationship in Culturally Diverse Educational Environments

The social fabric of today’s schools is woven with many cultures and languages. This complex fabric requires educators and students to understand individuals from cultures outside their own. To develop such understanding, students first explore and critique the vast literature on ethnic and cultural issues in conflict creation and its resolution and peace education. Students also examine theories, research, and practice related to identity development, perception of “the other,” and prejudicial attitudes and behavior. Lastly, students explore the interrelations among theories, research and practice in building positive social relations and manage or resolving conflicts in diverse educational cultural settings. Prerequisite(s): Doctoral standing or permission of instructor. 3 semester hours

**EPD669** Advanced Studies in Problem-Solving: Special Education and School Psychology Service Delivery Systems

Students will learn about IDEIA changes that legitimize service provision in a 3-tier prevention model based on severity of educational needs and intensity of resources required to produce meaningful educational benefit. These services are delivered through a Problem-Solving model, including FLEX in Illinois. Students will learn a variety of forms of Problem-Solving that have a strong philosophical underpinning and procedural components (e.g. universal screening, progress monitoring) that distinguish it from referral-test-place special education practices. Procedural practices as implemented in schools and states across the country will be presented. Prerequisite(s): Doctoral standing or permission of instructor. 3 semester hours

**EPD690A** Internship in Educational Psychology

Prerequisite: Consent of instructor. 1-6 semester hours

**EPD690B** Doctoral Internship in School Psychology

The School Psychology doctoral internship is a twelve-month full time experience in broad areas of psychology, under the supervision of both university and licensed psychologists in the field. The internship goals, requirements, activities, evaluation, etc. have been developed and are delivered through the Illinois School Psychology Internship consortium (ISPIC). The experience is designed to meet all the professional associations’ requirements for doctoral level School Psychology internship. Prerequisite(s): Successful completion of the relevant courses and the comprehensive examination. Consent of the Doctoral Program Director. 1-6 semester hours

**EPD692** Doctoral Practicum in School Psychology

This practicum is designed to broaden the applied skills of doctoral level school psychology students to include activities essential for the delivery of mental health services to children and youth in schools and other educational contexts. Practicum activities include early identification and intervention activities designed to promote mental health and resiliency. Doctoral students will work under the supervision of mental health professionals, such as a licensed doctoral level psychologist, and the university practicum instructor. A total of 600 practicum hours and 6 semester hour credits are required. Practicum seminar: Students enrolled in the practicum must attend a bi-weekly seminar. The seminar, which is associated with the field experience, will be primarily problem-based, and will involve presentation, analysis, and discussion of actual practice experiences. Students may complete the practicum in either one or two years and will participate in practicum seminars concurrently with their field experience. Students will typically register for 2 semester credits per term. A total of 6 semester hours are required. Prerequisite(s): EPS562D, EPS52E, EPS562F, Mental Health in Schools I, and Mental Health in Schools II, or equivalent. Admitted doctoral level School Psychology students. 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**

**EPS301** 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** Contemporary Survey of Child Development with a Focus on Early Childhood

This course introduces human development from birth through adolescence, with a special focus on development from birth through eight years old. Emphasis is placed on the physical, neurological, cognitive, linguistic, social, emotional, moral, spiritual, and cultural development of children, particularly the young child. Emphasis will be on the typically developing child, however, various developmental patterns will be explored. Contemporary issues related to the care and education of young children will be critically examined relative to the developmental domains. As part of this course students will be required to complete a case study involving 10 to 16 hours of observation. Prerequisite(s): none. 3 semester hours

**EPS500B** 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 relationships 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

EPS500C  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

EPS500D  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 boarder 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

EPS500F  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 data-bases 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

EPS503  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

EPS507  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, psychogenic, 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

EPS508  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

EPS509  Structure and Organization of the Educational System for School Counselors
Introduces students to the structure, organization and operation of the educational system with an emphasis on P-12 schools. Course is designed for School Counseling professionals who function in roles that support direct instruction and intervene with students and their families in school settings. Activities provide an open forum in which students first understand and then construct their own ideas about effective schooling in the United States. Prerequisite(s): Graduate standing or admission to the School Counseling Program and/or permission of instructor. 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
EPS511 Human Learning & Development in Instructional Contexts
During this course students explore theory and research on human development as it relates to teaching and learning in diverse educational settings. Students focus on the development issues/processes of different age learners across different domains (e.g., neurological, cognitive, linguistic, social, emotional). Students also examine the relationship between these processes and the acquisition of academic competence, including habits of mind that promote ongoing learning and mental health in schools. Fifteen hours of observations are required of all students. Prerequisite(s): none. 3 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. Prerequisite(s): 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. Prerequisite(s): 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 the 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 as a 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 affect and are affected by others in group situations, and how member and leader roles interconnect. Participants explore issues of diversity within their M.Ed. groups, within their schools and classrooms. Even with groups that appear homogeneous, differences are acknowledged and processed. Forming and sustaining group life are enhanced through on-line interactions. Prerequisite(s): Admission to the M.Ed. graduate field-based program. 3 semester hours

EPS528 Human Development and Learning
The purpose of this course is to encourage 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. Participants will use field experiences and classroom application to sharpen their critical understanding of the place of such theories in their professional work. Prerequisites:
COURSE DESCRIPTIONS

316 Admission to the M.Ed field-based program. 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 Educational Assessment for Problem Solving
Students will learn an ecological assessment approach designed to prevent and remediate learning problems in general, remedial, and special education. Students will learn interviewing regarding instruction, observing student-teacher instructional interactions, and basics of Curriculum Based Measurement for purposes of universal screening, and progress monitoring. School Psychology students must take this course concurrently with EPS562B School Psychology Practicum I. Prerequisite(s): EPS507 Quantitative Research for Educational Psychologists or equivalent and consent of instructor. 2 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

EPS532A/B Assessment of Cognitive Ability I/II
This course is broken into two sections, EPS532A and EPS532B taken over two consecutive terms. Through these courses, students examine different models and methods of assessing cognitive abilities in children and adolescents. An emphasis is placed upon practicing the administration and scoring procedures of measures commonly used to assess individual cognitive ability and cognitive processing in educational settings. Students develop an understanding of the questions these measures are useful to address and their integration with other tools. Students critically examine the nondiscriminatory use of these tools with diverse populations. Prerequisite(s): ESR502 or equivalent, Admission to the School Psychology Program. 2 semester hours each

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. Nondiscriminatory 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 and Instruction

Students examine research in cognition, learning, and academic achievement as applied to diverse school and classroom contexts. Discussion focuses on key learning principles derived from research on academic learning and their implications for effective instructional and assessment/practice. Students apply their knowledge through interview, observation, and critique of learning and teaching practices in diverse classrooms. School Psychology students must take this course for 3 credit hours to include 15 hours of classroom observation.

Prerequisite(s): A human development course. 2 to 3 semester hours, variable.

EPS542  Observational Techniques for Teachers

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. Prerequisite(s): a course in Child Development. 2 semester hours

EPS543  Mental Health in Schools: Prevention and Intervention I

This is the first of a two-course series in mental health prevention and intervention in schools. The course is designed to examine the nature of mental health, delivery of mental health prevention and intervention in diverse cultural and economic environments, and early identification and intervention designed to promote mental health and resiliency. There is an intensive field experience connected with this course. Prerequisite(s): EPS500, EPS517, EPS507, EPS503 or equivalent. 3 semester hours

EPS544  Mental Health in Schools: Prevention and Intervention II

This is the second of a two-course series in mental health prevention and intervention in schools. The course is designed to continue the examination of the nature of mental health, delivery of mental health prevention and intervention in diverse cultural and economic environments, and early identification and intervention designed to promote mental health and resiliency. Students provide direct intervention services (individual and group counseling), and indirect consultation services (teacher and family consultation) with field and university supervision. Prerequisite(s): EPS500, EPS517, EPS507, EPS503, EPS543 or equivalent. 3 semester hours

EPS546  Theory and Practice of School-Based Consultation

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 thebehavioral/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. Prerequisite(s): admitted school psychology student, EPS520, or consent of instructor. This course must be taken concurrently with EPS520. 2-3 semester hours


This practicum series provides a variety of structured observational experiences in cooperating schools for school psychology students. Over a three-quarter period, students shadow a school psychologist, 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. Prerequisite(s): 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  School Psychology Practicum II: Integrating Clinical and Research Practices

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. Over a three-quarter period, students apprentice with experienced practitioners to engage in observations, interviews, consultations, assessments, and group/individual interventions. An emphasis is placed upon promoting an understanding of and responsiveness to human diversity. Students attend a weekly seminar on campus that provides time for reflection on practice and group supervision. The additional semester hour for the practicum series is designed for students to complete the required practice-based research project. Prerequisite(s): Admission to the School Psychology Program; EPS520, EPS530, EPS531, EPS532, EPS540, EPS541, EPS539, EPS562ABC (or equivalent experiences); or consent of instructor. 1-3 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

EPS599X Thesis Continuation
Continuous registration required until thesis is complete. Prerequisite(s): Masters standing, consent of instructor, and prior registration for the required number of hours in EPS599. 0 semester hours

ESR-Educational Statistics and Research

ESR502 Research Analysis Methods for Educational Psychologists
Students learn about research tools and strategies of problem investigation to critically analyze research studies, clinical assessment tools, clinical reports, and program evaluations relevant to Educational Psychology and School Psychology. Topics of investigation include identifying research hypotheses and questions, ethics in the conduct of research, criteria for a sound literature review, structure and uses of qualitative and quantitative data collection and analysis techniques. Measures of central tendency and dispersion, measurement error, correlation, t-tests, analysis of variance, and chi-square tests are introduced within the context of multiple research designs. Prerequisite(s): Admission to the Educational Psychology program or consent of instructor. 2 semester hours

ESR503 Applied Research Methods for Educational Psychologists
Students apply research tools and strategies of problem investigation to the formulation of original small-scale research proposals and plans for program evaluation relevant to Educational and School Psychology that embody acceptable standards of reliability, validity, and ethics. Students develop sound and testable research questions and hypotheses, conduct an abbreviated literature review, and use quantitative and qualitative data collection and analysis techniques. These techniques may include measures of central tendency and dispersion, measurement error, correlation, t-tests, analysis of variance, factor analysis, chi-square, meta-analysis, observation, interviewing, case study, and questionnaire construction. Prerequisite(s): ESR502 - Research Analysis Methods for Educational Psychologists or equivalent course or consent of instructor. 2 semester hours

ESR505 Educational Inquiry and Assessment
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 requires a minimum of 15 hours of field-based activities. Students who have taken ESR506 and ESR507 may not receive degree credit for ESR505. Prerequisites: None. 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.

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 EPS508 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. 3 semester hours

ESR510 Action Research I: Purposes, Assumptions and Practice
The course introduces traditions and conceptions of action and interpretive research and its relation to other forms of 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 projects. Participants explore ways to incorporate their knowledge of technology through their research experience. Prerequisite(s): Admission to the M.Ed. Field-based program. 2 semester hours

ESR511 Action Research II: Contextualizing and Analyzing
This course focuses on participants as teacher researchers and change agents in their classrooms, seen as dynamic places of interaction. 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. Prerequisite(s): Admission to the M.Ed. Field-based program and ESR510. 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
This course provides the student with the research tools and technological skills needed to organize, analyze, and present qualitative and quantitative data, including competence in using critical/reflective, descriptive and inferential statistics. Research ethics are examined for their importance in early childhood education, especially as applied to diverse populations. Implications of educational research for professional practice in different educational settings are an integral focus of this course. Prerequisite(s): EPS500F - Contemporary Survey of Child Dev ESR512 - Educational Research I: Design. 3 semester hours

ESR514 Research in Action: Becoming Practitioner Researchers
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. This course requires a minimum of 15 hours of field-based activities. Students who have taken ESR506 and ESR507 may not receive degree credit for ESR514. Prerequisite(s): none. 3 semester hours

ESR591 Action Research III: Interpreting and Sharing
This course marks the transition from conducting a systematic action research study to a more conscious awareness of the integrated nature of daily teaching and informal researching. Participants reflect on their data, construct patterns, and note changes in their practices, and prepare for a final project communicating what they have learned. They explore ways to continue, in an on-going fashion, the self-assessment processes of reflective practitioners. Participants explore ways to incorporate their knowledge of technology through their research experience. Prerequisite(s): Admission to the M.Ed. Field-based program and ESR511. 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. 1-6 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
In this team-taught course students explore multiple theories of knowledge and research and the ways in which these theories are enacted in contemporary educational and interdisciplinary contexts. Students investigate the nature and language of epistemological claims as they are created and legitimated through scientific, philosophical, historical, cultural, and personal renditions of knowledge. Students examine the implications of specific paradigms of knowledge for critiquing, conceptualizing, conducting, interpreting, and using research within a variety of settings. Critical reflections on the intersections of knowledge. Prerequisite(s): Doctoral standing; ESR507 or consent of instructors. 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. Students will analyze and interpret both the case data and data of their own in the discussion of empirical/analytic research. Prerequisite: ESR507 or equivalent, ESR610. 3 semester hours

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, structure 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 Education
This course explores the rich historical and philosophical antecedents of educational programs for young children, including those with exceptionalities. 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: Students are encouraged to use the Internet and other technologies to access current information and examine it with research findings and our knowledge base from the past. The purposes are: to provide the early childhood educator with a context for understanding and evaluating current practices and to provide a context for the development of a reasoned and coherent personal philosophy of caring for and teaching young children, based on ethical and professional practice and decision-making. Prerequisite(s): None. 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
Participants will examine their own educational beliefs, personal values, and instructional practices in light of historical/sociological issues, themes, and theoretical approaches to education. This course will emphasize that the structural basis of schooling and what gets taught in schools are deeply embedded in the social, cultural, and political context of a particular time. There will be an emphasis on teachers making connections between current and historical struggles in education in order to analyze alternatives to current practices. Through dialogue, readings, interviews, projects, websites, and activities, educators will explore issues of equity and social justice for all children. Prerequisite(s): Admission to the M.Ed. IDS Program, field-based model. 3 semester hours

FND510  Social Justice Perspectives on the History and Philosophy of United States (USA) Education
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 requires a minimum of 15 hours of field-based activities. Prerequisite(s): None. 3 semester hours

FND511  Social and Cultural Politics of Education: Personal and Contextual Perspectives
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 requires a minimum of 15 hours of field-based activities. Prerequisite(s): None. This course is for students of M.Ed. programs. 3 semester hours

FND591  Field Study/Educational Foundations
2 semester hours

FND594  Independent Study
Students have the opportunity to pursue an area of interest under the guidance of a faculty member in Foundations and Research. 1-4 semester hours

IDS-Interdisciplinary Studies

IDS560  Integrated Curriculum I: Philosophical and Theoretical Foundations
This first course in a two-course sequence focuses on the idea of curriculum integration in the K-12 schools. In contrast to the traditional arrangement of schooling into separate subjects and time periods of the day, there is an enduring and strengthening paradigm of education which aims for a more holistic, integrated set of learning experiences for students. This initial course focuses on the roots, reasons, characteristics, and politics of the integrated-learning paradigm. Topics include the historical evolution of both the separate-subject curriculum and the various integrated alternatives which have arisen in the past; the theories of learning and human development which support an integrated approach; the socio-political theories supporting curriculum integration; and the key ingredients of classroom curricular integration. The course takes the integrated paradigm as its own, and providing a demonstration of such holistic learning by intertwining the study of above elements, which might ordinarily be taught separately. 3 semester hours

IDS561  Integrated Curriculum II: Practical and Political Aspects of Implementation
This second course in a two-term sequence focuses on the enduring concept of integrating learning in the K-12 schools. In contrast to the traditional arrangement of schooling into separate subjects and time periods of the day, there is an emerging paradigm of schooling which creates a more holistic, integrated set of learning experiences for students. This second course in the sequence focuses on the practical features observation, critical appraisal, design, implementation, and evaluation of integrated curriculum experiments in real classrooms. The course takes the integrated paradigm as its own, and providing a demonstration of such holistic learning by intertwining the study of above elements, which might ordinarily be taught separately. 3 semester hours

IDS590  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...
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 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 Instructional Methods/Primary/Mathematics and Science
This course, intended for students preparing to become certificated 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 children. Prerequisite(s): EPS500A and Admission to the College of Education. 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 related to the learning and teaching of mathematics in the middle grades (grades 6-8). Prerequisite(s): MHE480 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. Prerequisites: 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. Prerequisite(s): Consent of program advisor. 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 branches of mathematics. The course helps students develop problem solving, spatial thinking, as well as inductive and deductive reasoning as they explore, make conjectures, test their
ideas, and formalize conclusions, using appropriate technologies. This course can be applied to middle school math endorsement. Prerequisite: MHE450 or equivalent, or holder of 03 or 09 certificate. 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
Statistics and probability theory are taught with an emphasis on developing intuitive understanding of statistics and probability with a critical approach to their use. Students will gain a strong sense of the importance of their applications to real world problems. Connections to other subjects in the curriculum will be explored. Knowledge will be developed using experimentation and the generation, investigation, and analysis of data. Topics include: survey design, sampling procedures, data representation, inference, randomness, statistical significance, correlation, measures of center, central limit theorem, and the normal distribution. Prerequisite(s): MHE450 or equivalent and high school algebra or equivalent 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: MHE480B or course equivalent. 2 semester hours

MHE550A  Math Recovery 1A: Theory and Assessment
This is the first course in a two-course sequence to prepare students to become Math Recovery Specialist Teachers. The purpose of this course is to build students’ knowledge of the theory, research base and practice of the program (especially the learning framework in number.) It will also include specific assessments for identifying a child’s current level of mathematical understanding and some explicit application of the program. Prerequisite(s): Teaching certification. Note: To become Math Recovery Specialist, participants must successfully complete both MR1A and MR1B. These two courses are uniquely blended in compatibility with the Math Recovery Design. Students register for both courses at the same time. MR1A is a prerequisite to MR1B. Final grades for MR1A are posted at the end of the first term. The second course extends throughout the year. Students receive a final grade for MR1B after the final requirements have been completed. 3 semester hours

MHE550B  Math Recovery 1B: Theory and Teaching
This is the second course in a two-course sequence designed to prepare students to become Math Recovery Specialist Teachers. Based upon the knowledge and practice in the first course, students will expand the applications, interventions, activities, environments and support, based on the Instructional Framework in Number (IFIN) through extensive practicum experiences with children. Prerequisite(s): Teaching certification and completion of MHE550A - Math Recovery Theory and Assessment 1A. Note: To become Math Recovery Specialist, participants must successfully complete both MR1A and MR1B. These two courses are uniquely blended in compatibility with the Math Recovery Design. Students register for both courses at the same time. MR1A is a prerequisite to MR1B. Final grades for MR1A are posted at the end of the first term. The second course extends throughout the year. Students receive a final grade for MR1B after the final requirements have been completed. 3 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
324 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 course 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 MLE302. 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 course 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 approaches 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

RLD600 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. 3 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


**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

**RLL520 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

**RLL521 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: RLL520 or consent of instructor. 2 semester hours

**RLL522 Adolescent Literature**

This course is designed to provide an overview of young adult literature (for ages 12-18). Reading interests are analyzed from the perspective of readers’ development. Guidelines are provided for selection, evaluation, and uses of young adult literature in the classroom. Prerequisite: RLL520, or graduate or undergraduate children’s literature course taken within the past 5 years, or consent of instructor. 2 semester hours

**RLL523 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

**RLL524 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: RLL520 or consent of instructor. 2 semester hours

**RLL525 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

**RLL526 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

**RLL527 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

**RLL528 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.
RLL530 Advanced Methods and Materials for Teaching Language Arts
Survey and critical appraisal of programs, practices, and trends in the teaching of language arts: reading, oral and written expression, listening, spelling, and handwriting. For certified teachers only. 2 semester hours

RLL532 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

RLL533 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 development. 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/B/C 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
COURSE DESCRIPTIONS

RLL584 Workshop/Literacy/Programs and Materials
1-4 semester hours

RLL585 Workshop/Literacy/Instruction
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

RLL594 Independent Study/Language Arts
1-3 semester hours

RLL595 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

RLR505 Reading and Language Arts Instruction of Linguistically Diverse Students (K-9)
This course focuses on the literacy instruction of children of diverse linguistic backgrounds (K-9) in all types of classrooms. Students will become familiar with biliterate (including native language) and second language (L2) reading and language arts processes, curricular materials, instructional practices and strategies, and assessments through analysis of research literature and participation in experiential activities. Students will also be involved in the development of a critical stance toward controversial issues involving biliteracy and the reading and language arts curriculum. Course may be repeated for a maximum of three semester hours. Prerequisite(s): Basic undergraduate or graduate reading methods course or RLR500. 1-3 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 population. 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
**COURSE DESCRIPTIONS**

**RLR511 Corrective Techniques for the Reading Specialist**
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: RLR501, RLR502, RLW541, RLL520/528, RLR510 and admission to the Reading Program or consent of program director. 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

**RLR586 Workshop/Reading/Assessment**
1-4 semester hours

**RLR587 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, RLL520/528 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, RLL520/528 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
COURSE DESCRIPTIONS

330 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. Prerequisite(s): ESR503 and admission to the Reading Specialist Program. 4 semester hours

RLR599X Thesis Continuation
Continuous registration required until thesis is complete. Prerequisite(s): Admission to Masters in Reading program, consent of program director, and prior registration for the required number of hours in RLR599. 0 semester hours

RLS - Reading and Language - School Library Media

RLS510 Introduction to School Libraries
This is an overview course to introduce the nature, development, roles, and fundamental issues in the administration and management of a school library media center. The unique role of facilitation of instructional team partnerships and the integration of information access into the school’s curriculum will be a main focus as well as developing a clear understanding of the mission of a library media program and delineation of an ideal school library media program. Prerequisite(s): Acceptance into the school library media sequence or by permission of the program director. 2 semester hours

RLS511 School Library Collection Development
This course will focus on gaining thorough and practical application of current policies, processes, and procedures for development of high-quality print, non-print, and electronic collections and Internet connections for K-12 school library media centers. Prerequisite(s): Acceptance into the school library media sequence or by permission of the program director. 2 semester hours

RLS512 Administration and Advocacy of School Libraries
Application of management principles to the functions of the school library media center as they relate to the center’s integrated role in the teaching/learning process. Areas addressed will include budget, program design, communication, public relations, curriculum planning and evaluation of media services. Advocacy for school library media programs based on national research of student achievement will be emphasized. Prerequisite(s): Acceptance into the school library media sequence or by permission of the program director. 2 semester hours

RLS513 Organization of Knowledge of Library Materials for Children and Youth
This course covers school library/media center organization and the development of bibliographic, intellectual, and physical access to materials. Computer-based bibliographic systems, classification systems and coding including policies and authorities, MARC formats, and the practical relationship between organization of information and the school curriculum will be key elements of this course. An introduction to OCLC searching will also be included. Prerequisite(s): Acceptance into the school library media sequence or by permission of the program director. 2 semester hours

RLS591 Supervised Experience in School Libraries
Supervised field experience in a school library media center at both the elementary and secondary school levels with experience in unit planning, teaching and managing a school library media center. Prerequisite(s): Acceptance into the school library media sequence or by permission of the program director. 1-2 semester hours

RLR - Reading and Language - 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: RLR541. 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: RLR541. 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 for 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 M.A.T. program. 2 semester hours

SCE481 Methods of Teaching Science in the Primary Grades K-3 "What is good science teaching?" 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 in 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(s): 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. 5 quarter hours/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 a 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; green organic chemistry; chemistry of everyday products; environmental chemistry and possible solutions to chemical pollution. Prerequisites: SCE 510 or permission of instructor 2 semester hours

SCE521  Astronomy for Teachers
Explores 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. 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
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, i.e.: 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, aquariums, 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 found 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

SCE591A Zoo Field Study: [variable locations]
Course participants will join the Brookfield Zoo staff to explore ecosystems, analyze and discuss existing conservation programs and challenges, study cultural and historic information, and observe animal and plant life. The investigations will occur at the zoo and culminate in authentic field settings (such as Italy or Africa). Participation includes first-hand observation experiences in actual ecosystems, study of habitat, animals, climate, research projects and conservation programs, as pertinent to the selected country. Whenever possible, visits will be scheduled with on-site researchers, schools, zoos, and nature centers. The course requires participants to synthesize their learning into science curriculum. Prerequisite(s): Field Study of a unique location may be completed only once. Field Study of different locations may be completed multiple times. 2-4 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 investigative 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 Introduction to Teaching at the Secondary Level
Introduction to teaching in the secondary school. Course includes issues and trends affecting teaching at the secondary level: adolescent development, multicultural perspectives, 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. Beyond assigned readings and class sessions, this course requires a clinical experience of at least 35 observation hours. Clinical experiences will involve multicultural settings and working with students with special needs. 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
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. Beyond assigned readings and class sessions, this course requires a clinical experience of at least 50 contact hours. Clinical experiences will involve multicultural settings and working with students with special needs. Prerequisite(s): A grade of B or better in SEC502. 3 semester hours

SEC514 Teaching Mathematics in the Secondary School
This course builds upon general methods of teaching high school through an in-depth focus on the curriculum, methods, materials, and issues involved in teaching mathematics. The course seeks to help students bridge their mathematical content knowledge with the mathematics of the 9-12 curriculum. The purpose is to help future teachers develop a teaching style that will communicate mathematical concepts, problem solving and a positive disposition towards mathematics to their secondary students. Prerequisite(s): A grade of B or better in SEC502. 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. Beyond assigned readings and class sessions, this course requires a clinical experience of at least 50 contact hours. Clinical experiences will involve multicultural settings and working with students with special needs. Prerequisite(s): Grade of B or better in SEC502. 3 semester hours

SEC519 Teaching Physical Science and Biology in the Secondary School
This course is intended for students who are preparing to be certified secondary school physical science or biology teachers. The course addresses concepts in biology and the physical sciences that are integrated within each student’s instructional theory. A laboratory oriented approach is used to analyze current instructional methods, develop lesson plans, assess student learning in the science classroom, examine interdisciplinary opportunities and explore off-site resources. Diversity issues and ethics are discussed. In addition, classroom management issues are considered. Beyond assigned readings and class sessions, this course requires 50 hours of biology and/or physical science classroom observations. Prerequisite(s): Grade of B or better in SEC502. 3 semester hours

SEC520 Environmental Education in the Classroom: Contemporary Issues
This course is designed to prepare classroom teachers to infuse environmental education throughout the required curriculum and use it as a vehicle for engendering responsible citizenship in the State of Wisconsin. Prerequisite(s): One methods class or consent of instructor. 1 semester hour

SEC521 Contemporary Wisconsin Native American Issues
This course examines the cultural, educational, political and economic issues faced by Wisconsin Native American Peoples. It examines Wisconsin Native American history and offers students an opportunity to understand the conditions under which Native Americans in Wisconsin faced education and social justice. The course is designed for students seeking initial licensure in Wisconsin to meet Wisconsin Department of Public Instruction requirements. Prerequisite(s): none. 1 semester hour

SEC522 Classical Language Methodology
This course is 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 is 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

SEC525 American Urban Education: Cultural and Sociopolitical Contexts
This course will explore how race, ethnicity, culture, class, and gender affects access to, and quality in, education. It will examine the past and present educational experiences of people of various cultural backgrounds in an effort to understand the context of their current sociopolitical realities and how these realities affect the educational process. Strategies for teaching in a culturally diverse society and creating multicultural curriculum will be explored. Prerequisite(s): none. 3 semester hours

SEC569 Portfolio Development for Subsequent Certification
This is the initial course designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in early
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 M.A.T. 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 refine 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 M.A.T. Secondary Education Program. Students may register for a maximum of 6 semester hours each quarter. 1-9 semester hours

SEC597A  Resident Student Teaching in Secondary Education Biology
SEC597B  Resident Student Teaching in English/Language Arts
SEC597C  Resident Student Teaching in Mathematics
SEC597D  Resident Student Teaching in Physical Science
SEC597E  Resident Student Teaching in Social Science
This year long residency student teaching is an opportunity for students to explore and grow in curriculum and pedagogy, but also to become more fully enculturated into the life of the school where they have the experience. Community and collegiality are built during monthly seminar meetings and extended working relationships with cooperating teachers. This community will sustain students as they continue through the completion of the secondary education program, and provide a professional network of support when they enter the profession. Prerequisite(s): Prior to entering the Resident Student Teaching experience, students must complete the Illinois State Test of Basic Skills, the related Subject area exam and meet all other requirements for admission to the Secondary Education department as specified. 6 semester hours

SEC598A/B  Resident Teacher Internship A/B
This internship is required for all candidates with a Resident Teacher Certificate. The seminar provides the candidates 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; and to develop an understanding of the multiple roles of teachers. Also, each
candidate is mentored in the classroom by an experienced, certified teacher and a university supervisor. Candidates enroll in the internship for two semester hours for six consecutive terms (12 semester hours) during their first two years of teaching. Prerequisite(s): *Employed as a teacher in a partnership district *Admitted to the Resident Teacher Program in the area in which they are seeking certification and degree *Hold a Resident Teacher Certificate Resident teachers must successfully complete (grade of B or higher) all coursework in terms 1, 2, and 3; Resident Teacher Internship A; have satisfactory district-level evaluations; and pass the appropriate ISBE content area test to continue into terms 4, 5, and 6 and Resident Teacher Internship B. A grade of X is assigned for the first two terms and a letter grade is assigned for the third term [and replaces the X] for each separate internship year. 2 semester hours per term for two years, (6 semester hours per year for a total of 12 semester hours)

SPE-Special Education

SPE500 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. Prerequisite: none. 5 quarter hours

SPE500 Introduction to Exceptional Children and Adolescents/ Special Education
This course provides a fundamental understanding of the historical, legal, philosophical, and pedagogical issues pertaining to the education of students with disabilities. Implications of current laws, public policies and responsibilities of general educators, special educators, administrators, parents/guardians and individuals are addressed. Identification, assessment and characteristics of federal disability categories are addressed. Inclusive/differentiated curricular and instructional strategies and supports are emphasized. 15 clinical observation hours are required as part of this course. Prerequisite(s): Prerequisite or corequisite of at least methods or practicum course. 3 semester hours

SPE501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents
This course provides an overview of the process of collecting information to specify learning strengths and weaknesses and making appropriate educational decisions. Legal, ethical, sociological, historical and cultural/linguistic assessment issues are addressed. Particular attention is given to: psychometric 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 is required. Prerequisite(s): SPE500, SPE506, or consent of instructor. 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. Ethological 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 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. Prerequisite(s): SPE500, SPE506, SPE502/526, SPE503 or consent of instructor. 3 semester hours

SPE508 Critical Literacy for Students with Disabilities
This course introduces critical and foundational perspectives for teaching forms of literacy to students with disabilities. Critical literacy is understood as the use of literacy to empower students and to achieve social equity. The course examines contemporary understandings of literacy (listening, speaking, writing, and reading), other forms of communication (e.g., gestures, communicative behavior), and their usefulness in facilitating literacy learning. Emphasis is placed on preparing students with disabilities to use literacy to gain access to the general education curriculum and the inherent right of all students to use literacy in self-expression and communication. 15 hours of field work required. Prerequisite(s): SPE500, SPE506, SPE502/526, SPE503, SPE509, SPE545. Prerequisite or consent of instructor. 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 perspective. It includes instruction in the use of both standardized and informal literacy assessment tools, analysis and interpretation of case materials, and methods and materials for the development of strategies to promote reading, spelling, and written expression for students with disabilities in individual and small group settings. All students will be required to complete 15 hours of fieldwork with this course. Prerequisites: SPE500, SPE506, SPE572, SPE502/526, SPE501 or consent of instructor. 3 semester hours

SPE510 Early Childhood Special Education Language Development and Challenges
This course addresses major theoretical perspectives and research on typical and atypical language development in young children; specific language disabilities; the relationship between communication delays and other areas of early learning and development; and alternative communication systems for young children with disabilities. Procedures will be taught to assess and teach a full repertoire of communication skills to young children. Issues of developmental risk, early identification, screening and diagnostic assessment of communicative competence are addressed and a variety of intervention models, strategies, and programs are presented. This course addresses standards required by the Illinois State Board of Education for Early Childhood Special Education Approval. Prerequisite(s): SPE 500. 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 with math challenges is considered. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. Prerequisites: SPE500, passage of basic math proficiency test or equivalent documentation. 3 semester hours

SPE526 Best Practice in Child Word Finding: Academic Accommodations for Students with Expressive Language Difficulties
Instructional models that represent Best Practice in the classroom for students with word-finding difficulties are presented. Specifically, this course provides a study of: (1) definition, characteristics, and word-finding profiles of children with word-finding difficulties; (2) models of lexical access to explain the source of word-finding difficulties; (3) the impact of word-finding difficulties on academic learning; (4) techniques for embedding retrieval strategies in vocabulary instruction; and (5) appropriate accommodations in academic instruction, assessment, and classroom discourse, for students challenged with word finding. Throughout learners engage in a self-study of their own word-finding skills to better understand those of students with word finding difficulties. Prerequisite(s): SPE500. 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 both high incidence and low incidence 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. Prerequisite(s): SPE500/506, SPE572, SPE545, SPE502/526, SPE503, SPE508, SPE501 or consent of instructor. 3 semester hours

SPE532 Early Childhood Special Education Curriculum, Instruction, and Methods
The purpose of this course is to examine how teachers can implement developmentally and individually appropriate methods for fostering the social, emotional, cognitive, communication, adaptive, and motor development and learning of young children with special needs in various settings such as the home, the school, and the community. Through discussion and hands-on learning activities, teachers will learn to design and adapt learning environments to support optimal development and adapt curricular activities and materials in ways that will enable active and full participation of all children in various types of programs. This course includes 15 hours of preclinical experiences. This course addresses standards required by the Illinois State Board of Education for Early
SPE533  Early Childhood Special Education Diagnostic Assessment
This course is designed to explore a wide variety of developmental and educational assessment strategies, procedures and formal and informal instruments and techniques for assessing young children’s social, emotional, cognitive, communication and motor skills as well as family concerns, priorities, and resources. Students will use various instruments and techniques to assess home and community learning environments and conduct formative and summative individual and program evaluations. Non-discriminatory use and interpretation of test results, the integration of information from multiple sources, and collaboration with parents and various professionals will be emphasized in writing reports. This course includes 15 hours of preclinical experiences. This course addresses standards required by the Illinois State Board of Education for Early Childhood Special Education Approval. Prerequisite(s): SPE500, EPS500 or EPS511, SPE532. 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(s): SPE500, SPE506 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

SPE572  Practicum I: M.A.T.
This course is an introduction to the field of special education for MAT students, and involves 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 MAT graduate 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. SPE572 is a prerequisite for SPE592C, and for completion of coursework for graduation. All students will be required to complete 20 hours of fieldwork as part of this course. Prerequisite(s): none. 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 early childhood education; elementary education; secondary education for science; social sciences, English language arts, or mathematics; special education for LBS-I; 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. Prerequisite(s): Valid Illinois certificate. 4 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. Prerequisite(s): Completion of all special education coursework. Degree status in special education and consent of the students’ advisor
and practicum coordinator. Application for practicum must be made in writing as determined by program guidelines and procedures. 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

**SPE598A/B Resident Teacher Internship A/B**
This internship is required for all candidates with a Resident Teacher Certificate. The seminar provides the candidates 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; and to develop an understanding of the multiple roles of teachers. Also, each candidate is mentored in the classroom by an experienced, certified teacher and a university supervisor. Candidates enroll in the internship for two semester hours for six consecutive terms (12 semester hours) during their first two years of teaching. Prerequisite(s): *Employed as a teacher in a partnership district *Admitted to the Resident Teacher Program in the area in which they are seeking certification and degree *Hold a Resident Teacher Certificate Resident teachers must successfully complete (grade of B or higher) all coursework in terms 1, 2, and 3; Resident Teacher Internship A; have satisfactory district-level evaluations; and pass the appropriate ISBE content area test to continue into terms 4, 5, and 6 and Resident Teacher Internship B. A grade of X is assigned for the first two terms and a letter grade is assigned for the third term [and replaces the X] for each separate internship year. 2 semester hours per term for two years, (6 semester hours per year for a total of 12 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. Prerequisites: Research Design Analysis and degree status in Special Education. 4 semester hours

**TIE-Techology 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

**TIE512 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

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): 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. 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

TIE557 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

TIE575 Leading Staff Development in Educational Technology
This course helps educators to identify resources, plan and design experiences, and create materials for leading effective professional development activities related to technology integration into K-12 teaching and learning. Candidates will explore effective staff development models, apply skills in conducting staff development, and critique/reflect on improving approaches to instructional and mentoring experiences. Each candidate is to complete at least 15 hours of clinical experiences in professional development; these experiences may include work in additional class sessions and in a K-12 school setting. (Note: This course is not intended to meet requirements for Type 75 certification) Prerequisite(s): TIE500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T); and 8 additional semester hours of TIE coursework. 2 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

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 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

TIE599X Thesis Continuation
Continuous registration required until thesis is complete. Prerequisite(s): Masters standing, consent of instructor, and prior registration for the required number of hours in TIE599. 0 semester hours
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