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**Mission Statement**

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

**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 school’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. The college was instrumental in the founding of the PTA and played a major role in launching the national Head Start program.

The institutional name, National Louis University, unites the 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 Illinois. Today, National Louis University comprises three colleges—National College of Education, the College of Arts and Sciences and the College of Management and Business.

National Louis University continues to serve a diverse population of students who are both new and returning to higher 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.

**A Note from the President**

Dear National Louis student,

Since our founding in 1886, National Louis University has prepared graduates to lead in their professions and communities through a holistic approach that nurtures professional identity equally alongside essential skills and knowledge. NLU students and graduates inspire us every day with their passion and dedication to bringing innovative ideas to their workplaces, their communities, and anyplace they see an opportunity to make a positive difference.

Today NLU graduates thrive in the fields of education, management, human services, counseling, and many others. This catalog describes the many exciting degree and certificate programs we offer through our National College of Education, College of Management and Business, and College of Arts and Sciences. Whether you seek a graduate degree, an undergraduate degree, or a non-degree boost to enrich your vitae and skill sets, National Louis has a program that will fit your lifestyle and help you achieve your goals. We offer programs in a variety of convenient delivery models that you may adapt to your degree plan—on-campus, online, and at partner sites.

Please explore our catalog and our website at www.nl.edu. Through these pages, you will learn about the richness of National Louis—its programs, its outstanding faculty and staff, and the diversity of experience and ideas that keep our community motivated and energized. I invite you to join us to transform your world—and ours!

Best wishes,

Nivine Megahed, Ph.D.
President
National Louis University

**Locations**

**Illinois Campuses**

**Chicago Campus**

122 South Michigan Avenue
Chicago, IL 60603-3032
312.621.9650
Fax 312.261.3057

National Louis University’s main campus comprises five floors of a historic landmark office building in downtown Chicago. The campus includes classrooms, developmental skills laboratories, computer labs, a
library and the NLU gift shop. The offices of the President, Provost and other academic and administrative personnel are also located on this campus.

Programs in the College of Arts and Sciences, National College of Education and the College of Management and Business are offered on this campus with classes scheduled during the daytime, evening and weekend.

**Lisle Campus**
850 Warrenville Road
Lisle, IL 60532
630.874.4000
Fax 630.960.4603

The Lisle campus offers working adults upper-level undergraduate and graduate programs in the College of Arts and Sciences, National College of Education and the College of Management and Business. The Lisle campus includes classrooms, administration and faculty offices, computer labs, student lounges and a library. The Reading Recovery Center is also housed on this campus.

**North Shore Campus**
5202 Old Orchard Road, Suite 300
Skokie, Illinois 60077-4409
847.475.1100
800.443.5522
Fax 847.265.1057

The North Shore Campus serves undergraduate and graduate students in the College of Arts and Sciences, National College of Education and the College of Management and Business. The campus offers classrooms, computer labs, a library, and group study areas. Also located on this campus is the Reading Center.

**Wheeling Campus**
1000 Capitol Drive
Wheeling, IL 60090-7201
847.465.0575
Fax 847.465.5659

Classes at the Wheeling campus are easily accessible to adults who live and work in northwest Cook and Lake Counties. The Wheeling campus offers classrooms, computer labs and student lounges. It also houses the University Library Research Collection and student records. Many university faculty, administrators and staff members have offices on the Wheeling campus.

Other Campuses

**Florida Regional Campus**
4950 West Kennedy Blvd, Suite 300
Tampa, FL 33609-1837
813.286.8087
Fax 813.287.0246

Serving a diverse Florida population, this NLU campus supports class groups throughout the state and offers programs through the National College of Education and the College of Management and Business. The Florida regional campus provides a full range of NLU services, including enrollment counseling, academic services, financial services, academic development, information and library support and student affairs. The campus offers classrooms, a computer lab, a research library and student lounges.

**Milwaukee Campus**
12000 West Park Place, Suite 100
Milwaukee, WI 53224-3007
414.577.2658
Fax 414.577.1103

The Milwaukee Campus is the administrative site for programs offered to residents of southeastern Wisconsin. Located in downtown Milwaukee, these 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 this campus.

**Nowy Sacz, Poland Campus**
WSB-NLU
ul. Zielona 27
33-300 Nowy Sacz
Poland
+48 18 449.9102
Fax +48 18 449.9121
www.wsb-nlu.edu.pl

Based in Nowy Sacz, Poland, Wyzsza Szkoła Biznesu–National Louis University (WSB-NLU) has approval from North Central Association, a U.S. accreditation agency, for NLU to grant bachelor’s and master’s degrees in certain programs to qualified students.

**Accreditation and Approvals**

**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 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.

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.

**Wisconsin**: The University is approved to operate by the Educational Approval Board and has approval from the Department of Public Instruction for selected coursework 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**: National Louis University is a not-for-profit organization registered with the Florida Division of Corporations to do business in 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 32399-0400.

Graduates of the M.Ed. and Ed.S. in Educational Leadership programs may receive a transcript endorsement indicating the completion of a state approved program in Educational Leadership.

The M.Ed. degree in Teaching, Learning and Assessment 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 select Bachelor of Arts degrees and the Master of Business Administration.
The University Course Catalog contains official statements on University programs and academic policies. It is each student's responsibility to become familiar with his or her program requirements as well as University and college policies. While every effort is made to provide accurate and current information, National Louis University reserves the right to change without notice statements in the University Course Catalog concerning rules, policies, curricula, courses or other matters. Any academic unit may issue additional or more specific information that is consistent with approved policy.
# 2013–2014 ACADEMIC CALENDAR

For the five-year academic calendar, visit www.nl.edu/academiccalendar.

## 2013 Fall Quarter

### September

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>9</td>
<td>Monday</td>
<td>Fall quarter classes begin</td>
</tr>
<tr>
<td>13</td>
<td>Friday</td>
<td>Last day to add/drop classes</td>
</tr>
<tr>
<td>15</td>
<td>Sunday</td>
<td>Summer term degree date</td>
</tr>
</tbody>
</table>

### October

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Friday</td>
<td>December 31st degree date application deadline</td>
</tr>
<tr>
<td>13</td>
<td>Sunday</td>
<td>First 5-week classes end</td>
</tr>
<tr>
<td>20</td>
<td>Sunday</td>
<td>First 6-week classes end</td>
</tr>
<tr>
<td>21</td>
<td>Monday</td>
<td>Late start classes begin</td>
</tr>
<tr>
<td>25</td>
<td>Friday</td>
<td>Last day to drop late start classes</td>
</tr>
</tbody>
</table>

### November

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>17</td>
<td>Sunday</td>
<td>Fall 10-week classes end</td>
</tr>
<tr>
<td>24</td>
<td>Sunday</td>
<td>Second 5- and 11-week classes end</td>
</tr>
<tr>
<td>25-27</td>
<td>Monday-Wednesday</td>
<td>No regularly scheduled classes</td>
</tr>
<tr>
<td>28-29</td>
<td>Thursday-Friday</td>
<td>Thanksgiving holiday (University closed)</td>
</tr>
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### December

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<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>8</td>
<td>Sunday</td>
<td>Second 6- and 12-week classes end</td>
</tr>
<tr>
<td>24-25</td>
<td>Tuesday-Wednesday</td>
<td>Christmas holiday (University closed)</td>
</tr>
<tr>
<td>31</td>
<td>Tuesday</td>
<td>Fall term degree date</td>
</tr>
<tr>
<td>31</td>
<td>Tuesday</td>
<td>New Year’s Eve (University closed)</td>
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2014 Winter Quarter

January
1 Wednesday New Year’s Day holiday (University closed)
6 Monday Winter quarter classes begin
10 Friday April 15th degree date application deadline
10 Friday Last day to add/drop classes
20 Monday Martin Luther King Jr. holiday (University closed)

February
9 Sunday First 5-week classes end
14 Friday June 30 degree date application deadline
16 Sunday First 6-week classes end
17 Monday Late start classes begin
21 Friday Last day to drop late start classes

March
16 Sunday Winter 10-week classes end
23 Sunday Second 5- and 11-week classes end
30 Sunday Second 6- and 12-week classes end
2014 Spring Quarter

March
31 Monday Spring quarter classes begin

April
4 Friday Last day to add/drop classes
15 Tuesday Winter term degree date
30 Wednesday September 15th degree date application deadline for those who plan to march in commencement

May
4 Sunday First 5-week classes end
11 Sunday First 6-week classes end
12 Monday Late start classes begin
16 Friday Last day to drop late start classes
26 Monday Memorial Day holiday (University closed)

June
TBD TBD Wisconsin area commencement ceremony
8 Sunday Spring 10-week classes end
TBD TBD Florida area commencement ceremony
15 Sunday Second 5- and 11-week classes end
21 Saturday Chicago area commencement ceremony
22 Sunday Second 6- and 12-week classes end
### 2014 Summer Quarter

**June**
- 23rd Monday: Summer quarter classes begin
- 27th Friday: Last day to add/drop classes
- 30th Sunday: Spring term degree date

**July**
- 4th Friday: Independence Day holiday (University closed)
- 11th Friday: September 15 degree date application deadline
- 13th Sunday: First 3-week classes end
- 14th Monday: Second 3-week classes begin
- 27th Sunday: First 5-week classes end
- 28th Monday: Second 5-week classes begin

**August**
- 3rd Sunday: Second 3-week and 6-week classes end
- 31st Sunday: Second 5-week and 10-week classes end

**September**
- 1st Monday: Labor Day holiday (University closed)
Tuition and Fees

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 more than one-half of all full-time students receiving some form of financial assistance. Visit the Office of Student Finance for more details.

Tuition and fee rates are established by the Board of Trustees. These amounts are subject to change without notice.

Tuition and Fees 2013–2014

The 2013–2014 tuition and fees are posted online. The quarterly bulletins and NLU Tuition and Fee Summary will contain the most current fee information. Tuition rates and fees are subject to change.

A non-refundable $100 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.

The 2013–2014 tuition rates and fees are effective for the summer 2013 term through the spring 2014 term for courses offered on the standard term calendar.
The admissions process at National Louis University (NLU) is designed to insure that students' needs are properly identified and matched to appropriate degree programs. The Office of Admissions considers 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.

NLU enrolls a diverse student population. Through academic and other support services, the University makes every effort to create environments that promote student success and achievement and reflect the diversity of the student population.

Please note:

- Many programs have specific admissions requirements. Undergraduate admission to the University does not guarantee admission to the program of your choice.
- All graduate students taking graduate 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.
- Applicants can usually expect a reply to their application within five business days of receipt of all admission documents.
- Financial assistance cannot be awarded prior to admission.
- Incomplete applications for graduate NCE programs are cancelled one year from the application date and may be reinstated by submitting an application update form. Incomplete applications for all other programs are cancelled three years from the application date.
- Cancelled applications are destroyed three years from the original application date.
- 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.). A veteran who seeks admission should follow the regular admission policies. For more information visit the veterans benefits page.
- The decision to deny admission cannot be appealed.

Admissions Pending Students

Applicants who, for valid reasons, cannot complete the application file before registration may be allowed to enroll as Admissions Pending students under the following conditions:

- Admissions Pending students must have on file an application for admission and are required to sign a statement prior to registration that they understand the Admissions Pending 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.
- If the formal admission process is not completed by the end of the first term, the student will be dropped from the program.
- The decision to deny admission cannot be appealed.
- Undergraduate Admissions Pending students are not eligible for financial aid.
- Graduate Admissions Pending students may not be eligible for financial aid. Contact Financial Aid for more information.

Returning to NLU

Re-entry

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

The following rules apply to re-entry:

- Students return with the same academic status (p. 30) as when they left.
- Students who were dismissed for reasons of academic ineligibility may apply for reinstatement after two quarters of non-enrollment. Petition for re-instatement should be directed to Admissions who will forward the petition to the governance unit designated by the respective college to deal with student appeals.
• Students are subject to degree requirements in effect at the time of re-entry
• Students must submit an application for re-entry
• Students must submit official transcripts of any college work taken since leaving NLU
• Students must submit a statement concerning work, educational activities and any other information relevant to re-entry

Readmission

Students who have previously attended NLU, but have been away from the University for five calendar years or longer (excluding the summer session or an approved leave of absence), must apply for admission.

The following rules apply to readmission:
• Students return with the same academic status (p. 30) as when they left
• Students who were dismissed for reasons of academic ineligibility may apply for reinstatement after two quarters of non-enrollment. Petition for reinstatement should be directed to Admissions who will forward the petition to the governance unit designated by the respective college to deal with student appeals.
• Students are subject to degree requirements in effect at the time of readmission

Undergraduate Admissions

Undergraduate Admission Requirements
• Completed application available at www.nl.edu/applyonline
• Application fee (nonrefundable). The application fee is waived for applicants who apply online.
• Appropriate transcripts (high school or GED for Freshman Admission, or college transcripts for Undergraduate Transfer Admission)
• Proof of English language proficiency is required if English is not the applicant’s native language and/or the applicant’s high school degree was earned outside the United States. This requirement may be waived if the applicant has proof of completion of a high school degree at an institution where English is the primary language of instruction. Click here for more information on proof of English Language Proficiency.

Freshman Admissions
• Freshman students are high school graduates who are first-time college attendees or have fewer than 15 quarter hours of transferable college credit
• Freshman applicants must request that their high schools send final transcripts including eighth semester grades and indication of high school graduation
• Freshman applicants must have a minimum high school GPA of 2.0 on a 4.0 scale (C average). Applicants with less than a 2.0 GPA may be considered for admission as high potential students (p. 15).

Undergraduate Transfer Admissions
• 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 GPA 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 GPA may be admitted as high potential students (p. 15).
• Applicants with coursework in progress at another college or university must submit official transcripts of the completed coursework.

Undergraduate High Potential Students

NLU believes that a change in a student’s learning environment may change his or her academic performance. In that light, NLU will consider applications from students who do not meet the admissions criteria described above. Such students may be admitted on a high potential basis and referred for appropriate assistance to Library and Learning Support or other academic and student support services.

Criteria used in determining whether or not students can be admitted on a high potential basis could include work experience, demonstrated leadership in their community, extracurricular activities, motivation and attitude toward learning or career objectives. The applicant is required to submit a personal statement and two letters of support reflecting his or her 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.
Graduate Admissions

Students applying for graduate admission must meet the following requirements and additionally must meet all of the requirements of the program to which they are applying:

- Completed application available at www.nl.edu/applyonline
- Application fee (nonrefundable). The application fee is waived for applicants who apply online.
- Bachelor’s degree from a regionally accredited institution. Some exceptions apply.
- Official transcripts from all institutions where degrees were awarded. Some programs may require official transcripts from all institutions attended.
- A written statement of academic and professional goals
- 3.0 GPA (there may be exceptions at the college level)
- Proof of English language proficiency is required if English is not the applicant’s native language and/or the applicant’s high school degree was earned outside the U.S. This requirement may be waived if the applicant has proof of completion of a high school degree for undergraduate admission, or a bachelor’s degree for graduate admission, at an institution where English is the primary language of instruction. Click here for more information on proof of English Language Proficiency.

Applicants who do not meet the above criteria are not eligible for full admission, but may be admitted under one term or four-course review status, depending on the college. See each college’s graduate admissions requirements for details.

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. Admissions decisions will not be made 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.

Admitted students should contact their advisors to review degree requirements.

International Students

Students Whose Previous Academic Work Was Not in the United States

The following guidelines apply to 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 U.S. are required to have their high school transcripts and/or undergraduate transcripts evaluated by an approved agency.
- Graduate applicants with a baccalaureate degree or college coursework from an institution outside the U.S. are required to have their undergraduate transcripts evaluated by an approved agency verifying degree equivalence to a U.S. regionally accredited baccalaureate degree.
- The NLU Office of Admissions and Records will examine foreign transcript evaluations and make a determination of suitability for undergraduate and graduate admission.

Nonimmigrant International Students

NLU is authorized under federal law to enroll nonimmigrant students. NLU is approved for attendance by nonimmigrant students and to issue a Certificate of Eligibility for Nonimmigrant (F-1) students, I-20 A-B. Residents of foreign countries who desire to study in the U.S. at NLU and require the F-1 visa (I-20 A-B) must satisfy the following requirements before their visas can be issued:

- Completed application available at www.nl.edu/applyonline
- Application fee (nonrefundable). Applicants can pay by check or money order (U.S. currency) made payable to National Louis University. The application fee is waived for applicants who apply online.
- Program requirements. Admission requirements vary by program. Please refer to the appropriate college and program sections.
- Official educational credential evaluation of transcripts from all secondary schools, colleges, and universities attended. This course-by-course translation and evaluation must be completed by an approved agency.
- Proof of English language proficiency is required if English is not the applicant’s native language and/or high school degree was earned outside the U.S. Applicants must have official results of a TOEFL or other University-approved examination.
sent to the Office of Admissions and Records. Click here for more information on proof of English Language Proficiency.

• Affidavit of Support (U.S. citizen or resident sponsors) or Letter of Financial Support (non-U.S. resident sponsors): F-1 students. The person who will pay the applicant’s tuition and living expenses while he or she attends NLU 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.

• 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 (U.S. citizens, U.S. residents and non-U.S. residents) must provide a signed statement from his or her employer on business stationery showing the date and nature of employment, the salary paid, and whether the position is temporary or permanent. If the sponsor is a U.S. citizen or resident and self-employed, he or she should provide copy of the last income tax return filed.

• Copy of Passport/I-94 Card. NLU requires a copy of the applicant’s passport, specifically the page with his or her photograph and identifying information. If the applicant is currently residing in the U.S., NLU needs a copy of the applicant’s U.S. visa stamp and I-94 card.

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

Please send all documents to the following address:

Student Affairs
National Louis University
122 S. Michigan Avenue
Chicago, IL 60603
800.443.5522
TRANSFER CREDIT

Undergraduate 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 coursework meets the following criteria:

- The courses are normally applicable to a baccalaureate program
- The courses were taken at an institution with CHEA-recognized accreditation (note: NCE accepts only credit from regionally accredited institutions)
- The student received a grade of “C” (GPA of 2.0/4.0) or better
- Note: The way in which credit is applied toward the degree is at the discretion of the University

Evaluation of transfer coursework toward specific degree program requirements is completed by the Office of Admissions and Records in consultation with the academic departments at the time of admission. Admitted students should work with their academic advisors in completing their degree plans. 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.

The following restrictions apply:

- Only up to three quarter hours of physical education credit may be accepted
- Up to 60 quarter hours of technical credit may be accepted by the Applied Behavioral Science (p. 67), Health Care Leadership (p. 89), Management (p. 90) and Management Information Systems (p. 91) programs only
- Students planning to take a mathematics course at another institution must receive written approval from their academic advisors before enrolling to ensure the course will be accepted for transfer credit
- There may be additional limits to the acceptance of different kinds of credit according to the specific degree program

Students whose academic work was not in the United States are asked to provide official transcripts or appropriate equivalent documentation of their work. Certified English translations of such documents may be required. In addition, students may be required to submit their foreign credentials to one of several approved foreign credentials evaluation services. Credit will be awarded only after official documents have been received and appropriately evaluated.

Examples of academic work that must be submitted to one of the approved foreign credentials evaluation services include:

- Credit taken at any institution that is not located in the United States
- Study abroad credit that is not through an institution located in the United States

Credit may also be granted for credit recommendations made by the American Council on Education. This includes the Council’s military evaluations program and the National College Credit Recommendation Service.

Community college students who plan to complete their bachelor’s degrees at NLU can use the Transfer Articulation Guide to learn how their credit will transfer to NLU programs. Community college students matriculating from colleges that are not available on the drop-down menu should contact their enrollment representatives for transfer credit information.

Per the University Undergraduate Residency Policy Requirement, a minimum of 45 QH must be taken at NLU, including the last 12 QH (minimum of three courses) taken for the degree.

Articulation Agreements

To aid students in transferring credit toward undergraduate programs, NLU has created articulation agreements with more than 70 community colleges and other institutions.

These agreements allow students who have earned associate’s degrees from institutions with which NLU has current and verified articulation agreements to transfer all credits earned as part of their degrees to NLU. Accepted credits include all courses, even those transferred from other institutions and approved by the institution with which NLU has an articulation agreement. All transferring students will be assessed. Students continuing a sequence of courses at NLU will be assessed for placement into the sequence. This assessment may include a recommendation for additional assistance or tutoring through Library and Learning Support or placement into appropriate NLU courses. Please consult the Transfer Articulation Guide.
Transfer Credit Policy for Satisfactory/No Credit and Pass/Fail Credit

At the undergraduate level, transfer courses with “pass” or “satisfactory” grades will be accepted by NLU, providing the institution issuing the grade has verified the level of competence required of the student to be equivalent to a “C” or better.

Graduate Transfer Credit

Transfer of graduate credit varies by college and program and must be approved by the Office of Admissions and Records and the program director or faculty. For transfer credit to be considered, a student must contact his or her academic advisor and submit a completed Student Adjustment Form (signed by the appropriate faculty) to the Office of Admissions and Records. The Office of Admissions and Records must also have on file an official transcript reflecting the credit to be transferred.

Although additional requirements may apply, the following criteria must be met for graduate transfer credit:

- Students in the National College of Education and the College of Arts and Sciences must be admitted before submitting a request for transfer credit. In the College of Management and Business, the request for transfer credit must be submitted at the time application for admission is made.
- Credit must be bona fide graduate credit that would have fulfilled graduate degree requirements at the institution where the course was offered.
- Credit must be from a regionally accredited institution.
- The course must not have been used toward another degree.
- The student must have received a grade of “B” or better in the course. If the student has received any type of grade other than a traditional letter grade, a letter is required from the Registrar of the institution where the course was taken verifying that the grade is equivalent to at least a “B” (3.0 on a scale of 4.0).
- Transfer credit from institutions outside the United States must be submitted to an approved outside agency for evaluation. These agencies translate and interpret the transcript according to American university standards. The official foreign transcript evaluation must be submitted to the Office of Admissions and Records for processing.
- The number of credit hours that may be transferred is determined on an individual basis.
- No transfer is automatic.
- Transfer credit may be prohibited or limited in certain academic programs.

In addition to the above requirements, each of the colleges has its own transfer credit restrictions and some programs may further restrict or prohibit transfer credit.

College of Arts and Sciences Graduate Transfer Credit

In addition to the university-wide requirements (p. 19), the following criteria apply to graduate transfer credit in the College of Arts and Sciences:

- The credit may be for graduate work completed at another institution after admission to NLU.
- The maximum number of hours that can be transferred is either nine semester hours or 25% of the credit hours for the degree, whichever is greater.
- Department rules may further limit the transfer of graduate credit.
- Credit earned more than six calendar years before admission is not accepted.
- Exceptions to these rules may be appealed to the Academic Standards Council of the College of Arts and Sciences. Petitions must be presented to the Council by the student’s advisor.

College of Management and Business Graduate Transfer Credit

In addition to the university-wide requirements (p. 19), the following criteria apply to graduate transfer credit in the College of Management and Business:

- A maximum of nine semester hours may be transferred.
- Credit earned more than six calendar years before graduate admission is not transferable.
- A “Pass” grade for a completed pass/fail graduate course is acceptable.
- 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.
National College of Education Graduate Transfer Credit

In addition to the university-wide requirements (p. 19), the following criteria apply to graduate transfer credit in the National College of Education:

- Transferred credits are included in the number of maximum credits allowed for off-campus work
- Transferred credit may not be substituted for core courses
- Courses can be transferred at any time after admission until finalization of the degree
- For graduate degrees, there is a six-year limit between the first course and the last course used for the degree, including any transfer credit. (Graduate degrees include the Master of Arts in Teaching (M.A.T.), Master of Education (M.Ed.), Master of Science in Education (M.S.Ed.), Certificate of Advanced Study (C.A.S.) and Educational Specialist (Ed.S.).
- Transfer credit is limited to six semester hours of graduate credit for those pursuing the M.S.Ed., M.Ed., or M.A.T degrees
- Those who are pursuing an Ed.S. degree may transfer a maximum of six semester hours of post-master’s degree coursework
- Up to a third of the C.A.S. degree candidate’s required hours can be post-master’s degree transfer credit
- Doctoral students (Ed.D.) can bring up to 12 hours of post-master’s degree courses taken before admission into the program, including courses taken at NLU
- Students must work with their academic advisor to petition the Academic Policies Committee for approval of transfer credit beyond the number of hours allowed by their program

Prior Learning Assessment Credit

Credit by Portfolio (Undergraduate)

Some programs at NLU accept credit by portfolio. In order to be eligible for portfolio assessment, students are required to successfully complete the portfolio development course, ACL 301, Perspectives on Prior Learning.

Students will prepare portfolios to demonstrate their prior or extra-institutional learning. Content-area experts will assess student outcomes and grade credit in accordance with policies established by the faculty and guidelines for the evaluation of prior or extra-institutional 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 quarter hours of credit by portfolio may be applied toward admission requirements in the Applied Behavioral Sciences (p. 67) program. 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 for CLEP and DANTES.

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.

For more information on Prior Learning Assessment Credit visit, http://www.nl.edu/pla/.

Military Experience and Training Credit

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.
National Louis University participates in the Service Members Opportunity Colleges (SOC) program.

**Foreign Credit**

Students whose academic work was not in the United States are asked to provide official transcripts or an appropriate equivalent documentation of their work. Certified English translations of such documents may be required. In addition, students may be required to submit their foreign credentials to one of several approved foreign credentials evaluation services. Credit will be awarded only after official documents have been received and appropriately evaluated.

Examples of academic work that must be submitted to one of the approved foreign credentials evaluation services include:

- Credit taken at any institution that is not located in the United States
- Study abroad credit that is not through an institution located in the United States
Financial Aid

National Louis University participates in the federal Title IV financial assistance programs and the Illinois and Florida State Grant programs and awards institutional grants and scholarships.

For a complete list of grants and scholarships, please visit: http://www.nl.edu/studentfinance/scholarships/index.cfm

Student eligibility for federal and state financial assistance is based on the annual completion of the Free Application for Federal Student Aid (FAFSA). The FAFSA may be completed as early as January 1 at www.fafsa.ed.gov. National Louis University’s school code is 00173.

Financial aid is available to both undergraduate and graduate students, although federal and state grants are only available to undergraduate students. Student employment and student loans are available to both undergraduate and graduate students. NLU scholarships and other institutional assistantships are available to qualifying undergraduate and graduate students.

To be eligible for financial aid, students must:

• Be enrolled at least half-time (six quarter hours for undergraduates and three semester hours for graduates in standard length terms).
• Meet citizenship requirements
• Maintain Satisfactory Academic Progress (p. 23)
• Not be in default of a prior student loan nor owe a repayment on a federal grant
• Be fully admitted to a qualifying degree or certificate program at NLU

Once the FAFSA is completed and a student has been fully admitted, the Student Finance Office will send an award letter detailing the awards and dollar amounts for which she or he is eligible. This award letter will include the information and forms required for the student to apply for any applicable student loans. 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 complete a FAFSA for financial assistance each year.

Please visit http://www.nl.edu/t4/financialaid/ for detailed information on available aid programs and eligibility requirements.

Financial Aid Policies

Policy for Issuing Cash Refunds to Financial Aid Students

Financial aid is posted on a rolling basis as financial aid awards are processed. 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. Please note that dropping courses can impact a financial aid award.

The amount of financial aid awarded is determined by many factors including the number of hours for which a student enrolls. A reduction in hours may reduce the amount of financial aid a student is eligible for during a term with the possibility of being completely ineligible for financial aid for the term. In addition, federal regulations require that a student complete 60% of a term to earn all Title IV funds awarded for that term.

Student Withdrawal and Return (Loss) of Federal Title IV Funds

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 include Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Stafford Loans, PLUS loans, Federal Supplemental Education Opportunity Grants, and Federal Perkins loans. 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 received loan funds for the term, and then to the grant programs.

If NLU is not required to return all of the unearned funds, the student must return the remaining portion. Any loan funds that must be returned will be repaid according to the terms of the promissory note. Any unearned grant funds a student must return is called an overpayment. A student does not have to repay a grant overpayment if the original amount of the overpayment was $50 or less. He or she must make arrangements with the university or Department of Education to return unearned grant funds.

The period of enrollment is based on the official start date and end date of any term. For NLU students the start and end dates are specific to the actual dates of the first and last class for the respective term.

Standards of Satisfactory Academic Progress for Financial Aid Eligibility

Federal regulations require that a student receiving Title IV financial aid funds maintain specific standards in his or her academic program in order to remain eligible to receive these federal financial aid resources. These standards are called Satisfactory Academic Progress (SAP). SAP is defined as passing a required number of hours and achieving a required grade point average during a reasonable period of time. Regulations require that a student’s entire academic history be considered, including periods of time when he or she did not receive financial aid. These Standards of Satisfactory Academic Progress apply only to eligibility for financial aid, and not necessarily to eligibility for continuation at the University, or for readmission to the University.

Please see the Satisfactory Academic Review Policy (p. 30) for University standards.

The SAP Components

SAP regulations require that the University monitor three different areas of a student’s academic record. Students must meet the required threshold in all of these areas in order to remain eligible to continue to receive financial aid. These standards are cumulative and a student must meet the requirements at the end of each term of enrollment.

The three components of SAP are:

1. Quantitative Standard – Pace
Pace is the rate at which a student is progressing toward program completion. Students must receive passing grades (A, B, C, D, P or X) in at least 67% of all credits attempted. Credit hours attempted include withdrawals (WW, WS, WF, WU or WN), in progress evaluation (I), no credit (N) and failing (U, F, FX) grades. Pace is calculated by dividing the total number of hours completed by the total number of hours attempted. For example, a student who has attempted 50 credit hours and has successfully completed 40 credit hours would have a Pace of 80%. All transfer credit hours that are accepted from other institutions will be counted as both attempted and completed hours.

2. Qualitative Standard – GPA
An undergraduate student must maintain a minimum cumulative grade point average (CGPA) of 2.0. A graduate student must maintain a minimum CGPA of 3.0. Some programs require a higher GPA. Please refer to the individual program for specific requirements.

3. Quantitative Standard – Maximum Time Frame
A student is ineligible to receive financial aid after she or he has attempted 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. At the end of the add/drop period all registered hours will be counted in the maximum time frame determination. All transfer credit hours that are accepted from other institutions will be counted as both attempted and completed hours. Once a student has reached the maximum time frame, she or he is no longer eligible to receive financial aid.

Please note that SAP is monitored at the end of each academic term of enrollment for all students. 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 and In-Progress Grades
Courses with withdrawal (W) grades and those with in-progress (I) grades are included in hours attempted but not in hours passed.

Repeated Courses
Students are permitted to repeat a course when the grade earned does not award credit for the degree of
study three times and receive financial aid for the class. Students are also permitted to repeat a passed course once and receive financial aid for it. Repeating courses must be in accordance with University policy. 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. All repeated courses are included in hours attempted.

Failure to Meet Satisfactory Academic Progress for Financial Aid Eligibility

**Financial Aid Warning**

All students will be reviewed at the end of each academic term of enrollment to ensure they are meeting the SAP standards (p. 23). If a student does not meet all of the SAP criteria, the student will be placed on “Warning” status for the next term of enrollment. The student will be notified in writing of the financial aid warning status. While on Financial Aid Warning, the student will continue to receive financial aid for one additional term.

The criteria for Financial Aid Warning are:

- The Cumulative Grade Point Average (CGPA) falls below 2.0 CGPA undergraduate/3.0 CGPA graduate and/or
- The student’s overall Pace (completion ratio) falls below 67%

**Financial Aid Suspension**

If, after the term of Financial Aid Warning, a student fails to achieve a 2.0 CGPA undergraduate/3.0 CGPA graduate and/or the student’s overall completion ratio is below 67%, the student will be placed on “Suspension” status. The student will no longer qualify for financial aid and will be notified in writing.

**Student Appeal and Academic Plan**

If a student is placed on financial aid suspension she or he has the right to appeal. Students may be considered for an appeal based on mitigating circumstances that seriously impaired academic performance. Examples of possible extenuating circumstances include an injury or illness of the student or the death of a student’s relative. The appeal letter must include an explanation of why the student failed to meet SAP standards and what has changed that will now enable the student to successfully meet SAP standards. The appeal letter, along with the supporting documentation, should be sent to the Student Finance Office and the merit of the appeal will be considered. The student will be notified in writing as to whether the appeal was approved.

If the appeal is approved the student must agree to an academic plan that ensures he or she will be able to meet the SAP standards in a defined period of time. If the student agrees, he or she will be on Financial Aid “Probation” status. While on Financial Aid Probation, the student will continue to receive financial aid as long as she or he is meeting the conditions of the academic plan.

**Good Standing**

A student on Financial Aid Warning, Suspension or Probation will return to Good Standing by fulfilling the following conditions:

- The student must have a CGPA of at least 2.0 undergraduate/3.0 graduate and
- The student must have a 67% overall pace

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 she or he met the satisfactory academic progress standards.

The U.S. Department of Education houses a Federal Student Aid Ombudsman group as a last resource when other approaches have failed.
Academic Policies and Statements

Enrollment and Registration

*Enrollment Requirements*

Students who are admitted will receive a letter of admission. Upon receipt of the letter, the admitted student should submit his or her tuition deposit. The tuition deposit:

- Reserves a place in the University and confirms the student's intention to enroll at NLU
- Is applied directly to the student's first term of enrollment
- Is nonrefundable, except under three-day right of cancellation in those states which have a consumer right of rescission law
- Remains on the account and may be used for later terms should a student decide to postpone enrollment

*Catalog of Entrance*

National Louis University anticipates that students entering the University during the effective term of this catalog will be governed by the degree requirements and other policies and procedures set forth herein. If a student has been continuously enrolled in his or her program and the degree requirements change due to a program revision, the student may choose to meet either the requirements for the term they were admitted or the new requirements. Students may have to meet new requirements if the program revision is a result of certification or licensure changes at the state level. A student who has been away from the University for more than one year but fewer than five, upon re-entry, must meet the degree requirements of the catalog in effect at the time of their re-entry. Students who have been away for more than five years, upon readmission, will be governed by the catalog at the time of their readmission.

*Classifications*

The undergraduate unit of college credit is the quarter hour. Degree-seeking students are classified as follows:

- Freshman – Fewer than 45 quarter hours completed
- Sophomore – At least 45 but fewer than 90 quarter hours completed
- Junior – At least 90 but fewer than 135 quarter hours completed
- Senior – At least 135 quarter hours completed

The graduate unit of credit is the semester hour.

*Full- and Half- Time Status*

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

- For undergraduate students, full-time status is 12 quarter hours and half-time is six quarter hours
- For graduate students, full-time status is six semester hours and half-time is three semester hours

*Degree-Seeking Students*

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

*Non-Degree-Seeking Students*

Requests for permission to enroll as a non-degree-seeking student should be addressed to Academic Advising.

Undergraduate students may apply for enrollment with non-degree status if they do not wish to pursue a degree or certificate. Students holding at least a baccalaureate degree are eligible to enroll for graduate courses as non-degree-seeking students. Students with non-degree-seeking status may transfer NLU credits elsewhere or take courses for personal enrichment.

Students enrolled with non-degree seeking status:

- Are subject to all regulations of the University
- Are not eligible for financial assistance
- May not register in advance
- Are not assured of admission to the University
- Who wish to be admitted to a degree or certificate program must apply through the Office of Admissions, at which time any credit accrued will be evaluated in accordance with prescribed limits.
Coursework taken as a non-degree-seeking student is not automatically applied to degree programs at the University.

**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.

**Registration Regulations**

- Registration is not complete until financial arrangements have been made
- Undergraduate registrations cannot be processed without the signature of the appropriate academic advisor
- A student will receive credit for only the courses for which she or he is registered
- Enrollment in courses is not permitted after the last registration date published on the University Academic Calendar
- Students must be officially registered for courses before they sit or participate in the class

**Enrollment Reporting and Loan Deferments**

Students may register:

- In person at any Chicago-area campus
- Via mail or fax sent to Academic Advising
- Electronically at www.nl.edu/registeronline (submissions will be processed within 24 business hours)
- Online through the NLU Portal (my.nl.edu) (continuing graduate students only)

Some programs require students to register at a designated registration meeting. Those students will be notified of the locations and times prior to the registration meetings. Students will receive confirmation of registration through their NLU and personal email accounts.

**Academic Credit Load Policy**

An undergraduate student in good academic standing (not on warning or probation) who has no outstanding in-progress (incomplete) courses is permitted to register for up to 21 quarter hours 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 or program administrator for approval.

**Undergraduate Registration in Graduate Courses**

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

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 and Records. The student must meet any special admission requirements for the program. Admission to the new program is not guaranteed.

Registration for Thesis or Dissertation

Students who are writing theses or dissertations must first register for all the thesis or dissertation hours required by their programs. Upon completion of all of the required hours, students must maintain continuous registration each term, via the appropriate thesis continuation or dissertation continuation course, through and including the term in which they graduate.

Each thesis continuation (599X) or dissertation continuation (699X) non-credit course has a $250 per term fee.

Course by Arrangement/Independent Study

With the approval of his or her 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.

Withdrawal Policy

Dropping a Course

How to Drop a Course:

Requests to drop classes are processed through the Academic Advising Center. Students must officially drop in writing. These requests can be submitted via email to advising@nl.edu from your NLU portal email account or you can submit the Drop/Add form. Questions about dropping courses can be directed to 888.NLU.TODAY (888.658.8632), option 2.

Drop Deadlines:

Students must drop classes prior to the start of the term or during the first week of class in order to not incur any tuition charges for the course(s). For classes that begin during the second part of the term, students have the first week of class to drop without financial penalty. Students who are enrolled in workshops must drop the class at least one day prior to its scheduled start date to receive a tuition refund. If the request to drop the workshop is received after the course start date the student will be charged the full tuition cost for the course.

Tuition Refund Eligibility:

After the first week of class, students who withdraw from a course(s) will receive a "W" grade and will not receive any tuition refund unless they completely withdraw from all courses in the term. Drop periods are set by University policy and are based on the student type and level. For more information regarding when a "W" grade applies, see the Grading (p. 28) section.

Withdrawal from the University and Refund Policy

For tuition refund purposes, a student is determined to have withdrawn from the University when that student drops or withdraws from ALL coursework in a term. National Louis University adheres to a fair and equitable refund policy for students who withdraw from the University. In states that have a Consumer Right-of-Rescission Law, the University abides by the state law. To receive a full refund, the student must execute the Right-of-Rescission Law within three business days of signing the enrollment agreement and prior to the first class session.

After the first week of the term, a student must withdraw from all of his/her courses to be eligible for a tuition refund.

Please note that a student may have courses in a term that fit more than one of the policies noted below. Proration policies are specific to the length of each course.

For students enrolled in classes ten, eleven, or twelve weeks long the tuition is prorated on the following basis:

- Withdraw prior to the start of the term: 100% refund
- Withdraw during the first week: 100% refund
- Withdraw during the second week: 80% refund
- Withdraw during the third week: 70% refund
- Withdraw during the fourth week: 60% refund
- Withdraw during the fifth week: 50% refund
- Withdraw during the sixth week or later: no refund
For students in classes that are between five and six weeks long the tuition is prorated on the following basis:

- Withdraw prior to the start of the term: 100% refund
- Withdraw during the first week: 100% refund
- Withdraw during the second week: 70 percent refund
- Withdraw during the third week or later: no refund

For students in classes that are four or fewer weeks* the tuition is prorated on the following basis:

- Withdraw prior to the start of the term: 100% refund
- Withdraw during the first week: 100% refund
- Withdraw during the second week or later: no refund

*Please note that students who are enrolled in workshops must drop the class at least one day prior to its scheduled start date to receive a tuition refund. If the request to drop the workshop is received after the course start date there will be no tuition refund.

Non-standard length terms:
For students in non-standard term classes (classes that are longer 12 weeks) the refund is determined by the percentage of the term completed. Refunds are issued up to a 50% completion rate after which the student is responsible for all of the tuition and fee charges incurred. The percentage of the term completed is rounded to the nearest 10%.

Grading

Undergraduate
Grades for completed courses are recorded using the symbols and definitions shown below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding performance</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Above satisfactory performance</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory performance</td>
<td>2</td>
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<tr>
<td>D</td>
<td>Marginal performance</td>
<td>1</td>
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<tr>
<td>E</td>
<td>Unsatisfactory performance</td>
<td>0</td>
</tr>
<tr>
<td>FX</td>
<td>Nonattendance</td>
<td>0</td>
</tr>
<tr>
<td>IE</td>
<td>I grade extended beyond time normally allowed</td>
<td>N/A</td>
</tr>
<tr>
<td>WN</td>
<td>Voluntary withdrawal within the last half of the course indicating unsatisfactory progress at time of withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>WW</td>
<td>Voluntary withdrawal within first half of the course indicating no academic assessment</td>
<td>N/A</td>
</tr>
<tr>
<td>X</td>
<td>Deferred course extending beyond one term</td>
<td>N/A</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>N/A</td>
</tr>
<tr>
<td>P</td>
<td>Pass (&quot;B&quot; level or better)</td>
<td>N/A</td>
</tr>
<tr>
<td>N</td>
<td>No credit</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Course in-progress (Incomplete)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Graduate
Graduate students are evaluated on a traditional four-point grading system. Quality points are allotted as follows:

<table>
<thead>
<tr>
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<tr>
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<tr>
<td>E</td>
<td>Unsatisfactory performance</td>
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<td>Nonattendance</td>
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</tr>
<tr>
<td>I</td>
<td>Course in progress (Incomplete)</td>
<td>N/A</td>
</tr>
<tr>
<td>IE</td>
<td>I grade extended beyond time normally allowed</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>N</td>
<td>No credit</td>
<td>N/A</td>
</tr>
<tr>
<td>X</td>
<td>Deferred course extending beyond one term</td>
<td>N/A</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>N/A</td>
</tr>
<tr>
<td>P</td>
<td>Pass (&quot;B&quot; level or better)</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Grades of "D" are not accepted toward completion of degree requirements. The pass/no credit option is available only in designated courses.

**Grade Point Average**

**Quality Points**

Quality points are awarded to a student in relation to the grade given and the number of 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
- **P, N, I, X, WW, WS, WN, IE** Not calculated

**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, W, WW, WS, WN and IE are excluded. Only courses from National Louis University will be included in the computation.

**Repeat Course Policy**

Students are permitted to repeat a course, except where prohibited by program. The grade achieved in the repeated course is recorded on the academic record. The original grade, however, also remains on the academic record. The course with the highest grade is used in determining cumulative credit earned and in computing the GPA. All repeated courses are included in hours attempted. Students must pay for each attempt of a course and financial aid may not be available for all repeated courses.

**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 Portal (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 (Incomplete) Grade Policy**

An in-progress (incomplete) grade ("I") may be assigned at the discretion of the instructor if the student has successfully completed 75% or more of the course requirements. The rules and procedures governing “I” grades are outlined below.

- The final decision about what constitutes 75% rests with the instructor
- No student automatically qualifies for an “I” grade — the decision is made by the instructor on an individual basis
- Some programs prohibit the use of “I” grades in Term I and for students on “high potential,” “one term review” and “four-course review” admission statuses
- 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
- Unless otherwise specified, the student is expected to complete the work 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 a grade of “N” (no credit) for graduate students if the coursework is not completed within the specified 365 days

In the case of exceptional circumstances, a student may follow the steps outlined below to request a one-time only 365-day In-Progress Extension.

- It is the student’s responsibility to contact the instructor (or the associate dean, should the instructor be unavailable) who granted the “I” grade at least 60 days prior to the end of the 365-day time limit
- With the instructor’s or associate dean’s signature and support, the student must make a formal request to the appropriate college academic appeals committee, including a letter and documentation of the exceptional circumstances that may warrant an extension
- The college academic appeals committee makes their decision and the chair of the committee informs the Registrar in writing of the decision
- If an extension is to be granted, it must be formalized before the end of the 365-day time limit
Standards for Academic Review

The Standards for Academic Review policy addresses eligibility for continuation at and readmission to the University. All students will have their academic progress reviewed at the end of each quarter. Students on Academic Warning or Academic Probation are required to work with Academic Advising on a plan to address their progress. Changes to the student’s standing are communicated in writing.

The information given here is the general policy of the University. In addition to these rules, individual programs have their own specific requirements regarding repeating courses, grade point averages and acceptable grades. Please see individual programs for specific restrictions. Doctoral students should refer to the requirements of their colleges.

Eligibility for financial aid is governed by the Satisfactory Academic Progress Policy (p. 23).

Undergraduate Students

Withdrawal and In-Progress (Incomplete) Grades

Courses with withdrawal (W, WW, WS, WF, WN) grades and those with in-progress/incomplete (I, IE) grades are included in hours attempted but not in hours passed.

Failure to Meet Academic Review Standards

Students on Academic Warning and Academic Probation are required to work with Academic Advising on a plan to address their progress. Changes to the student’s standing are communicated in writing. Financial aid eligibility is governed by the Satisfactory Academic Progress Policy (p. 23).

Academic Warning: An undergraduate student who does not meet all of the academic progress criteria is placed on Academic Warning for the next quarter of enrollment. If grades are submitted after the third week of that quarter, the student will be placed on Academic Warning the subsequent quarter. A student on Academic Warning is required to meet with his or her academic advisor to develop an academic plan.

Academic Probation: Any undergraduate student on Academic Warning who fails to meet the requirements of the academic plan or fails to meet all of the academic progress criteria is placed on Academic Probation for the next quarter of enrollment.

Academic Dismissal: Dismissal from the University occurs when a student on Academic Probation:

- Fails to meet all of the academic review criteria
  OR
- Fails to meet the requirements of the academic plan

Upon dismissal, eligibility for all federal, state and institutional aid for NLU courses is withdrawn.

Academic Review Criteria

There are two criteria for measuring academic progress at National Louis University.

Qualitative: Students must maintain a minimum GPA of 2.0. Transfer credit is not considered in this calculation.

Quantitative: All students must receive passing grades of A, B, C, D, P or X in at least 67% of credits attempted. Credit hours attempted also include withdrawals (WW, WS or WN), in progress evaluation (I, IE), no credit (N) and failing (F, FX, WF) grades. Transfer credit is considered in this calculation.

If either of these criteria is not met, the student may be put on Academic Warning or Probation. These criteria are cumulative and include all periods of the student’s enrollment.

Graduate Students

Withdrawal and In-Progress (Incomplete) Grades

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

Failure to Meet Academic Review Standards

Academic Probation: Any graduate student who fails to meet the requirements of the academic plan or fails to meet all of the academic progress criteria is placed on Academic Probation for the next quarter of enrollment.

Academic Dismissal: Dismissal from the University occurs when a student on Academic Probation:

- Fails to meet all of the academic review criteria
  OR
- Fails to meet the requirements of the academic plan

Upon dismissal, eligibility for all Federal, State and Institutional aid for NLU courses is withdrawn.

Academic Review Criteria
There are two criteria for measuring academic progress at National Louis University.

**Qualitative:** Graduate students must maintain a minimum GPA of 3.0 each term. Transfer credit is not considered in this calculation.

**Quantitative:** Students must receive passing grades of A, B, C, D, P or X in at least 67% of credits attempted. Credit hours attempted also include withdrawals (W), in progress evaluation (I, IE), no credit (N) and failing (F, FX) grades. Transfer credit is considered in this calculation.

If either of these criteria is not met, the student may be put on Academic Probation. These criteria are cumulative and include all periods of the student’s enrollment.

**Appeal Procedures**

**Academic Review Appeal Procedures**

A student dismissed for reasons of academic ineligibility may direct his or her written appeal to the University Registrar after two terms of nonenrollment. The appeal may be submitted by the end of the second term of nonenrollment and provide documentation of any exceptional circumstances. The Registrar will respond to the appeal in accordance with the University’s Policy on Academic Appeals (p. 35). If the request is submitted after one year of nonenrollment, the request will be subject to the Reinstatement Policy (p. 31) requirements.

**Reinstatement Policy**

A student is eligible to apply for reinstatement after one calendar year. A student may begin the process during the third quarter of nonenrollment. If approved, the student will be reinstated at the Academic Probation level. For questions about reinstatement, contact the Office of Admissions.

**Financial Aid Appeal Procedures**

Students who have been suspended from financial aid eligibility for not meeting minimum required academic progress, may need to follow a separate appeals process. See the Satisfactory Academic Progress Appeal Instructions to determine eligibility to submit a financial aid appeal.

**Other Appeals**

Dismissals for reasons other than academic ineligibility, including those related to student judicial hearing decisions, may be enforced for a longer period or prohibit a student from reinstatement. Please refer to the NLU Student Guidebook for more details.

**Degree Requirements**

The University reserves the right to change the requirements for earning a degree at any time.

**Residency Requirement**

NLU’s Undergraduate Residency Requirement must be met for all students completing baccalaureate degrees:

- 45 QH of the degree program must be taken at NLU
- Of the 45 QH minimum major, 25 QH must be upper-level and 15 QH of the upper-level coursework must be taken at NLU
- The last 12 QH (minimum of three courses) taken for a degree must be taken at NLU

**All Baccalaureate Degree Programs**

All students completing baccalaureate degree programs must:

- Be formally admitted to the program from which he or she is requesting a degree
- Complete a minimum of 180 quarter hours
- Have a minimum of a 2.0 grade point average (some programs require a higher grade point average)
- Fulfill the General Education Core Requirements (p. 65)
- Satisfy 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.
- Complete the residency requirement of his or her college and program (minimum 45 quarter hours)
- Take the last 12 QH (minimum of three courses) for his or her degree at NLU

**Second Baccalaureate Degree Policy**

Students who wish to earn a second baccalaureate degree must fulfill all University and program requirements for the degree in a field unrelated to the first baccalaureate. The definition of an unrelated field will be determined by the program in which the second degree is earned. A minimum of 45 quarter hours of additional credit must be earned in residence after requirements of the first degree have been met.
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:

- Have the appropriate graduation audits done and receive a copy of them
- Have the official transcript reflect awarding of both degrees upon completion of all requirements for both of them
- 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.

Post-Baccalaureate Degrees
All students completing post-baccalaureate degree programs must:

- Be formally admitted to the program
- Satisfy all the requirements and regulations of the individual college and program by the term completion date
- Fulfill all degree requirements, including required coursework, thesis, research project and comprehensive examination as required by the student’s specific degree program, within the time frame specified by the college and the program
- Have a minimum GPA of 3.0
- Have all the grades in the program be a “C” or better
- Fulfill the residency requirement for his or her particular degree or program

Application for Degree
Students must apply for a degree. The transcript will not reflect the degree earned unless the application for the degree has been processed. Each degree conferral date has a final deadline for application. These deadline dates are published each term on the Office of Admissions and Records website.

Students who may be eligible for a degree are notified of the degree deadlines through their student email. Students who apply for degrees after the published deadline will be included as candidates for the next degree conferral date. Students may apply for a degree and diploma or change the degree conferral date for a previous application on the Office of Admissions and Records website.

Except in cases of clerical error, students’ academic records are closed upon granting of the degree.

No transcript or diploma will be issued if there is any outstanding financial encumbrance.

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 of resolution (p. 32) 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 (online, 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 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) 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 Office of Admissions and Records.

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

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

1. The use of key phrases:

Far more frightening is the Star Wars plan of President Reagan. We could see the end of American space science as an intellectual endeavor.

2. The patchwork of borrowed words and phrases:

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

3. The unattributed use of ideas:

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

As they presently stand, all three of the above samples exhibit incorrect (and 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 as follows:

- Turning in an assignment (test or paper) written wholly or partly by another person or agency without so specifying.
- 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.)
- Turning in an assignment (test or paper) written wholly or partly for another course for which academic credit was received without so specifying.
- Otherwise defeating the purpose of the course by dishonestly violating the NLU policies.
- 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 Library and Learning Support.

**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.

Admission and re-admission decisions are specifically excluded from the Policy on Academic Appeals. The decision to deny admission cannot be appealed.

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 person of the decision) to attempt informal resolution of the disagreement. The student may also consult with an academic advisor, program director, department chair, or student services professional to obtain informal assistance. (Such consultation does not initiate the appeal process.)

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

1. Attempt informal resolution of the disagreement.
2. Identify for the student the department head or administrator responsible for the academic unit involved in the appeal. An academic unit is defined as a division, department, program or other subdivision of a college.
3. Inform the student about the academic appeal process including any review procedures/options that exist within the academic unit.

4. Document in writing the initiation of the review process and the terms of any agreement reached. Agreements reached during the informal review process are not to be placed in the official university record of either party, but shall be retained in the administrative files of the department or program. Both individuals shall retain a signed copy of the agreement.

If the individual responsible for the decision is unavailable or unresponsive within 15 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:

- National College of Education - The Graduate and Undergraduate Admission and Retention Councils
- College of Arts and Science - The Council on Academic Standards
- 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:

5. Within 10 business days following appointment, the hearing officer shall schedule a hearing and notify the involved parties of the procedures to be followed.

6. 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.

7. The members of the hearing committee shall determine the number of meetings, as it seems necessary.

a. 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.

b. 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.

c. No verbatim transcript or tape recording will be made of the hearing or the hearing committee’s deliberations.

d. The hearing committee may deliberate in closed session at any time in its discretion.

e. 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.

f. 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.
g. 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.
h. 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.
i. 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.

8. 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.

9. 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.

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 coursework 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.

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

15. It is recognized that all members of the community have the responsibility to conduct themselves in a manner 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 Experience to become officially recognized by the University.

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.

1. The institution will publish in the Student Guidebook or the University Course Catalog the characteristics and expectations of students that it considers relevant to its programs.

2. Under no circumstances will an applicant be denied admission because of race, religion, gender, sexual orientation, ethnic background or disability.

Equal Opportunity

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

Any student with questions or concerns about any type of discrimination is encouraged to contact the Department of Diversity, Access and Equity at 847.947.5275 or DAE@nl.edu. 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 dismissal.

Compliance with Federal Nondiscrimination Regulations

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

1. 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.

2. Title IX: National Louis University does not discriminate on the basis of Gender, in accord with Title IX of the 1972 Education Amendments, 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 Department of Diversity, Access and Equality or to the Director of the Offices of Civil Rights, Department of Education, Washington, D.C.

3. Section 504 of the Rehabilitation Act: National Louis University does not discriminate against Individuals with Disabilities in its Educational programs, Admissions Policies, Activities, or Employment Policies. Section 504 of the Rehabilitation Act of 1973, as amended, provides that no otherwise qualified individual with a disability shall be excluded from participation in, denied the benefits of or be subjected to discrimination solely because of their disability, under any program or activity that receives federal financial assistance. The American with
Disabilities Act (ADA) of 1990 provides comprehensive civil rights protection to individuals with disabilities and prohibits discrimination on the basis of disability in employment, places of public accommodations, state and local government services and telecommunications. Inquiries regarding compliance may be directed to the Department of Diversity, Access and Equality or to the Director of the Offices of Civil Rights, Department of Education, Washington, D.C.

4. 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 official notices. 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.

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.

Please note, as of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to any third party designated by a Federal or State Authority to support education, or state and local education authorities ("Federal and State Authorities") may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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:

- Student’s name
- Local address, telephone numbers, and NLU email address (of currently enrolled students only)
- Dates of enrollment
- Major field of study
- Diploma or degree awarded
- Honors or awards received
- 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 Office of Admissions and Records.

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. National Louis University is not required, however, to provide a third party access to education records even when the student has provided consent. Parents and spouses of students may obtain non-directory information only at the discretion of the university and after the consent form has been received. The University reserves the right to deny direct access to student records to other third parties without providing explanation. At the request of the student (or parent), a copy of the information to be released will be provided when he or 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.) In situations in which confidential records are being discussed, the University reserves the right to restrict third-party participants. 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 or retain 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 Office of Admissions and Records maintains student files until graduation. Transcripts are maintained permanently. The Office of Admissions and Records keeps for five years general academic files of students who withdraw from the University before graduation and permanently maintains transcripts of all academic records earned at the University.

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

3. The 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 informal hearing request must be 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.

Campus Policies

Standards of Conduct and Student Discipline

The University requires an environment conducive to the 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 to, given to, nor possessed by persons under 21 years of age. Use of alcoholic beverages at a student-attended function on University property is restricted to officially recognized University clubs and organizations 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, inquir,e 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.

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 Experience or to Campus Administration by completing an incident report form. Please refer to the Policy on Disruptive Classroom Behavior (p. 50).

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.

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.

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.

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.

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 Experience, 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 (p. 47) 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 Experience 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.

Telephone

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

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 (p. 47) and/or disciplinary action by the civil authorities.
Policy on Student Disciplinary Hearing and Appeals System

The formal responsibility for student discipline has been delegated to the Director of Student Experience. 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 Director of Student Experience, 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 Director of Student Experience or his/her designee.

A sanction may be imposed by the Director of Student Experience 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 Director of Student Experience or his/her designee (serves as hearing administrator) and one Student Affairs or other university professional.

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 Director of Student Experience 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 Director of Student Experience 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 the Director of Student Experience 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 Director of Student Experience 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 charge notification unless the student charged expressly waives all or part of the notice period, or a continuance is granted by the Director of Student Experience.

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 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.

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 Director of Student Experience. 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 Experience 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, she or 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 she or 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; 847.947.5275;
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, 847.947.5275. 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 university. Additionally, a student or applicant who believes that she or he has been harassed or discriminated against because of a disability can file a Charge of Discrimination at their regional U.S. Department of Education Office for Civil Rights. For example, the Illinois and Wisconsin Regional office is at 111 N. Canal Street, Chicago, Illinois, 60606.

**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. In situations where the student pleads “not responsible,” the case is handled within the Student Hearing and Appeal System (p. 47).

**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 (p. 47).

**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.

2. A subsequent instance may result in the expulsion of the student for the remainder of the class period by the faculty member.
3. Continued disruptive behavior may result in the expulsion of the student from the course or field/cluster group by the faculty member. A statement of the reason for expulsion shall be given in writing by the faculty member to the student, the chairperson of his/her major department or program, the chairperson of the department or program in which the course is offered, and the Registrar.

4. The disciplinary actions listed in Paragraph #3, hereinabove, may be appealed by the student in accordance with the provisions of the Policy on Academic Appeals (p. 35).

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 Experience. The provisions of the Student Hearing and Appeal System (p. 47) apply.

Policy on Sexual Harassment

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

Policy

It is the policy of National Louis University to prohibit the sexual harassment of any member of its community by any other person or persons who are affiliated with the University in any way. No employee or student of the University is expected to endure insulting, degrading, or 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 as intentional patting, pinching, touching, or other sexually suggestive behavior. Sexual harassment occurs when:

1. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or educational experience, creating an intimidating, hostile, or offensive employment, educational, or living environment for an individual.
2. Such conduct has the purpose or effect of abusing the dignity of an employee or student through insulting or degrading sexual remarks or conduct.

3. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual’s employment or of a student’s status in a course, program or activity.

4. Submission to or rejection of such conduct is the basis for academic or employment decisions affecting an individual.

5. Such conduct directed against an individual persists despite requests for its cessation and/or when a claim of sexual harassment has resulted in retaliation against employees/students for complaining about such behavior. Because of the seriousness of allegations made in this regard, any individual who knowingly or deliberately makes a false accusation shall be subject to disciplinary action.

Procedures

A member of the University community who believes that they have been involved in an incident of sexual harassment or who becomes aware of an incident of sexual harassment as defined above should bring any such matter to the attention of their immediate supervisor, if employed, and the supervisor is not involved, or the Chief Legal Officer of the University by email at mjohnson@nl.edu or by phone/fax at 312.261.3935. 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.

After reviewing all pertinent information and interviewing those involved the Chief Legal Officer or designated investigator shall recommend a course of action to the Director of Student Experience. The Director of Student Experience 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
4. Behavioral Contract (probation)
5. Suspension
6. Dismissal

A copy of the decided course of action will be kept on file in the General Counsel’s Office. 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.

Title IX Statement

It is the policy of National Louis University to comply with Title IX of the Education Amendments of 1972, which prohibits discrimination (including sexual harassment and sexual violence) based on sex in the University’s educational programs and activities. Title IX also prohibits retaliation for asserting claims of sex discrimination. A person may file a written complaint with the Title IX Coordinator, McCeil Johnson.

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 SUNGARD/NLU technical director. The SUNGARD/NLU Technical Director directly reports to the SUNGARD/NLU Chief Information Officer who reports directly to the university president’s designee. The SUNGARD/NLU Chief Information Officer 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, 1996) 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.

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:

- 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.

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 that prevent them from using a computer may request accommodation through NLU’s Department of Diversity, Access and Equity in the Office of Human Resources. Other individuals who prefer paper communications may obtain them by completing a request form and paying a fee. Forms are available on each campus. Use of the Student Email system is governed by the Acceptable Use of NLU Information Technology Policy (p. 52).

For assistance with student email, contact the Helpdesk at 866.813.1177 or visit the NLU website.

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.

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**

A federal law went into effect in 1990 entitled the Student Right to Know and Campus Security Act, Title II, Public Law 101-226. 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 Experience.

**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 (p. 45) and the Campus Policies (p. 45) sections of this catalog. The Policy on Inspection, Search and Seizure (p. 55), 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 (p. 47). Policies pertaining to disruptive behavior are found in Policy on Disruptive Classroom Behavior (p. 50).

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 Experience 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 Experience. Criminal offenses should be reported to the local police immediately, as well as to the Vice President for Operations.

**Policy on Violence on Campus**

National Louis University strives to maintain an environment that is free from intimidation, threats (direct or implied) or violent acts. The University maintains a zero tolerance policy for any violence on the University premises. Violence includes physically harming another person, shoving, pushing, intimidation, coercion, threats of violence, as well as the carrying of or use of weapons. Any object, regardless of its nature or intended purpose, is considered a weapon when used in a threatening or violent manner. Prohibition of firearms, knives and other dangerous weapons: These items are prohibited on all University premises including University sponsored parking areas, common areas, classrooms, and at all functions sponsored by the University. Faculty, adjuncts and students who are current local, state or federal employees required to possess weapons are exempt from this prohibition. Any local, state or federal employee who are also faculty, adjunct, or student requesting an exception to the policy is required to receive prior approval from the designated University official, Richard Schak, Criminal Justice Program Director: Richard.Schak@nl.edu, 312.261.3579. If anyone, who is not exempt from this prohibition, is found to have a firearm, knife or other weapon in his/her possession, it may be grounds for immediate dismissal from employment and/or expulsion from the University.
**Procedure**

Individuals who believe they have been subject to any of the behaviors listed above or who observe or have knowledge of a violation of this policy must immediately report the incident to the Office of Student Experience and/or Operational Services. Anyone who receives a threat of violence from another person, and anyone who hears, observes, reads or otherwise becomes aware of a threat by any individual against him/herself or anyone else, whether such threat is direct or implied, is obligated by this policy to report the fact of such threat to campus security and/or the Office of Student Experience. Anyone who threatens or display violence on campus may be subject to immediate discharge without prior notice. Likewise, anyone found to have brought charges of violence by another University community member in bad faith will be considered in violation of this policy and therefore subject to immediate disciplinary action, up to and including expulsion. All threats of violence are considered credible and serious and will be thoroughly investigated. To the greatest possible extent, the confidentiality of an individual who reports a threat of violence will be maintained. Anyone who fails to report such threats may also be subject to disciplinary action under this policy.

Accusations of threats of violence are treated with the utmost seriousness. They should never be made casually or without cause. This policy shall not be used to bring groundless and malicious charges against students, faculty members or employees. The same sanctions appropriate to a violation of the Anti Harassment Policy (p. 51) apply to those who bring charges in bad faith. At any time during the complaint process, the respondent may provide evidence to the Office of Student Experience that the charges are groundless or malicious. Bringing groundless and malicious charges may result in disciplinary action, up to and including expulsion. Additionally, they may also result in legal liability for the person filing the charge(s).

The University has adopted a strict zero-tolerance policy of retaliation against anyone who, in good faith, reports what they believe to be a threat of violence, or who cooperates in any investigation. Any student who believes that he/she has been the victim of retaliation for reporting a threat or cooperating in an investigation should immediately contact the Office of Student Experience. 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 University Ombudsperson, Provost’s Office, or Department of Diversity, Access & Equity. The alternate University representative or office may then designate an impartial and appropriate University official to resolve the matter following applicable University policy.

**Policy for Observance of Religious Holidays**

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 Admissions and Records 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 Admissions and Records 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 Student Finance for coursework not completed.

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

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

Process for Reinstatement of Students Deployed Under Military Orders

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

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

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

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

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. Director of Student Experience
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 the Student Guidebook.

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 Experience.

**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 (p. 47). Faculty and staff are subject to the policies of the Human Resource Department.
STUDENT SERVICES

National Louis University offers a wide array of services for students. Please select your area of interest for more information.

Academic Advising
All students are assigned an academic advisor to assist with understanding programs, selecting courses and progressing toward graduation.

Accommodations for Persons with Disabilities
In accordance with the Americans with Disabilities Act, Section 504 and University policy, we work hard to ensure that all facilities and programs are accessible to students with special needs. All accommodations provided are based on individual need substantiated by medical documentation. For information or questions about accessibility or special accommodations, please contact Library & Learning Support.

Admissions and Records
All student academic records are maintained by the Office of Admissions and Records in accordance with the Family Educational Rights and Privacy Act.

Alumni
NLU has an active Alumni Association.

Assessment/Exams
Learning Support administers a variety of tests for students including the COMPASS math and writing assessments, the Miller Analogies Test and the Watson-Glaser Critical Thinking Appraisal.

Bookstore
NLU’s virtual bookstore offers new and used textbooks, course packs and other required course materials as well as NLU apparel and merchandise.

Career Development
The Office of Career Development provides assistance in resume writing, interview skills, networking and other job search strategies. Although NLU does not guarantee job placement, every effort is made to achieve the best possible results for students and alumni.

Certification
NLU helps students earn Illinois teacher certifications, endorsements and approvals.

Commencement
Formal commencement exercises are held once each year.

Counseling Services
Students seeking counseling referrals should contact the Office of Student Life for a list of licensed therapists in the area.

Degrees
NLU awards degrees at the end of each academic term. Students must apply for degree finalization in order to be awarded a degree.

Diplomas
One diploma will be issued to each student per degree. Replacement diplomas are available by request for an additional fee.

Directory
This online directory includes contact information for all faculty and staff.

Emergency Notification
Students are encouraged to sign up for this service to be notified in the event of an emergency.

Federal Work-Study
The Federal Work-Study Program, available to both undergraduate and graduate students, provides part-time employment opportunities for students to earn money to assist with educational and living expenses.

Gift Shop
The NLU gift shop is located on the Chicago campus, 2nd floor Atrium. Gift items are also available through the virtual bookstore.

International Students
NLU welcomes International Students and is certified to issue F-1 visas to admitted International Students enrolled in full-time academic degree programs.

Learning Support
NLU offers test preparation, tutoring, learning skills assessment and academic workshops.

Library
Whether on campus, off campus or online, all NLU students have access to library resources and special collections.

Ombudsman

Students seeking resolution of their concerns, issues and problems are advised to contact the University Student Ombudsman, a dispute and resolution practitioner whose main function is to provide assistance to NLU students.

Orientation

All new undergraduate students are required to attend New Student Orientation, NLU’s undergraduate orientation, either in person or online.

Prior Learning Assessment

NLU offers several options for earning academic credit for knowledge and skills acquired through professional and life experience, including credit by portfolio, credit by examination credit by proficiency and credit by license and certification.

Student Life

Student Life is the primary office for student activities and events, student leadership and student organizations at the University.

Technology

NLU provides email, a help desk and a variety of technology-based tools for student use.

Transcripts

Students may order transcripts online, via fax or mail, or in person.

Volunteer and Service-Learning Opportunities

The Civic Engagement Center seeks to advance the education of students to become civic-minded, actively engaged, life-long scholars and leaders on campus, locally, throughout the nation and globally.

Weather Alerts

Sign up to receive weather-related campus alerts.
DEGREES OFFERED

Baccalaureate Degrees
Applied Behavioral Sciences, B.A. (p. 67)
Business Administration, B.A. (p. 85)
Criminal Justice, B.A. (p. 69)
Early Childhood Education, B.A. (p. 98)
Early Childhood Practice, B.A. (p. 100)
Elementary Education, B.A. (p. 102)
Health Care Leadership, B.S. (p. 89)
Human Services, B.A. (p. 70)
Human Services/Psychology, B.A. (p. 71)
Liberal Arts Studies, B.A. (p. 72)
Management, B.S. (p. 90)
Management Information Systems, B.S. (p. 91)
Psychology, B.A. (p. 73)
Social Science, B.A. (p. 75)
Special Education, B.A. (p. 104)

Master's Degrees
Administration and Supervision, M.Ed. (p. 109)
Business Administration, M.B.A. (p. 94)
Counseling, M.S. (p. 79)
Curriculum and Instruction, M.Ed. (p. 114)
Early Childhood Administration, M.Ed. (p. 116)
Early Childhood Education, M.A.T. (p. 115)
Educational Psychology, M.Ed. (p. 116)
Elementary Education, M.A.T. (p. 118)
General Special Education, M.Ed. (p. 121)
Health Services Administration, M.H.A. (p. 93)
Human Resource Management and Development, M.S. (p. 93)
Language and Literacy Education, M.Ed. (p. 122)
Language and Literacy Education, M.S.Ed. (p. 123)
Mathematics Education, M.Ed. (p. 124)
Middle Level Education, M.Ed. (p. 125)

Doctoral Degrees
Community Psychology, Ph.D. (p. 78)
Curriculum and Social Inquiry, Ed.D. (p. 143)
Disability and Equity in Education, Ed.D. (p. 144)
Educational Leadership, Ed.D. (p. 145)
Educational Psychology/Human Learning and Development, Ed.D. (p. 146)
Reading and Language, Ed.D. (p. 146)
School Psychology, Ed.D. (p. 147)
CERTIFICATES AND ADVANCED STUDY PROGRAMS

Certificates
Forensic Mental Health, Post-Baccalaureate Certificate (p. 80)
General Psychology, Post-Baccalaureate Certificate (p. 81)
Health Psychology, Post-Baccalaureate Certificate (p. 81)
Human Development Psychology, Post-Baccalaureate Certificate (p. 81)
Leadership, Post-Baccalaureate Certificate (p. 94)
Organizational Psychology, Post-Baccalaureate Certificate (p. 81)
Psychological Assessment, Post-Baccalaureate Certificate (p. 82)

Certificates of Advanced Study
Curriculum and Instruction, Certificate of Advanced Study (p. 114)
Educational Psychology, Certificate of Advanced Study (p. 117)
General Special Education, Certificate of Advanced Study (p. 122)
Language and Literacy Education, Certificate of Advanced Study (p. 123)
Mathematics Education, Certificate of Advanced Study (p. 124)
Middle Level Education, Certificate of Advanced Study (p. 125)
Progressive Leadership for Labor in Education, Certificate of Advanced Study (p. 126)
Reading, Certificate of Advanced Study (p. 127)
Special Education, Certificate of Advanced Study (p. 136)
Technology in Education, Certificate of Advanced Study (p. 139)

Educational Specialist Degrees
Administration and Supervision, Ed.S. (p. 109)
Leadership in Curriculum and Teaching, Ed.S. (p. 124)
Reading and Language, Ed.S. (p. 131)
School Psychology, Ed.S. (p. 131)
Licensure and Endorsement Programs

Bilingual Education Endorsement (p. 148)
Director of Special Education Endorsement (p. 149)
Early Childhood Education Subsequent Certification
Early Childhood Special Education Endorsement (p. 150)
Elementary Education Subsequent Certification (p. 150)
English as a Second Language Endorsement (p. 150)
Learning Behavior Specialist I (LBS I) Endorsement (p. 151)
Learning Behavior Specialist II (LBS II) Endorsement (p. 151)
Library Information Specialist Endorsement (p. 152)
Reading Teacher Endorsement (p. 152)
School Counseling Certification (p. 153)
Secondary Education Subsequent Certification (p. 154)
Special Education Subsequent Certification (p. 157)
Superintendent Credential Subsequent Certification (p. 157)
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 (four 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.

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.

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.
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. The College's undergraduate and graduate programs offer students an academic foundation in 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 fields of knowledge that form the general education core at NLU:
  
  - Communications/humanities/fine arts
  - Quantitative reasoning/physical and life sciences
  - 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—Undergraduate

University General Education Requirements

All undergraduate students must complete the General Education Core Requirements (p. 65).

Admission Requirements

Requirements for admission to the College of Arts and Sciences are the same as those for admission to National Louis University (p. 15). Specific programs, however, may have additional admission requirements.

Applied Behavioral Sciences, B.A.

The Applied Behavioral Sciences program is designed for working adults who wish to complete undergraduate degrees for professional advancement or personal accomplishment. As a degree-completion program, it is intended for adults with significant life experience who have completed previous college coursework.

Students will learn about effective communication, group dynamics and human behavior for nonprofit, governmental, corporate and educational settings where employers need to maximize their human capital and serve clients.

**Program Details:**

- Requires 180 QH, including 60 QH of General Education (p. 65), for completion
• Requires a minimum of 90 QH of previous college credit to be admitted
• Up to 60 QH of technical credit may be transferred
• Credit by examination, portfolio and proficiency (p. 20) are accepted for general education and elective credit
• The program core must be taken at NLU
• Students may complete a major, minor or concentration, listed below

**Major:**
• Spanish Language and Culture Studies (p. 168)

**Minors:**
• Art (p. 182)
• Biology (p. 183)
• Criminal Justice (p. 176)
• English (p. 183)
• Mathematics (p. 184)
• Music (p. 184)
• Philosophy (p. 184)
• Physical Science (p. 185)
• Psychology (p. 185)
• Psychology/Human Development (p. 186)
• Science (p. 187)
• Social Science (p. 187)
• Theatre Arts (p. 187)

**Concentrations:**
• Aging Studies (p. 221)
• Public Policy (p. 222)
• Spanish Language (p. 194)
• International Management (p. 221)
• Leadership (p. 221)

**Required Courses**

**Communications**
Two college-level writing courses. The courses below are recommended:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>LAE 101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>LAE 102</td>
<td>English Composition II</td>
</tr>
<tr>
<td>LAE 120</td>
<td>Essentials of Composition</td>
</tr>
<tr>
<td>LAE 125</td>
<td>Fundamentals of Research Writing</td>
</tr>
</tbody>
</table>

**Humanities**
One Humanities (p. 223) course

**Fine Arts**
One Fine Arts (p. 227) course

**Quantitative Reasoning**
One college-level Mathematics (p. 223) course

**Physical and Life Sciences**
One Science (p. 225) course

**Social Sciences**
One undergraduate Social Science (p. 226) course

**Behavioral Science**
One undergraduate Behavioral Science (p. 225) course

**Additional General Education**
Choose additional General Education (p. 231) courses to total 60 QH of general education

**Program Core - 58 QH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>INT 430</td>
<td>Methods of Inquiry in the Behavioral Sciences</td>
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<tr>
<td>INT 431</td>
<td>Independent Inquiry in the Behavioral Sciences</td>
</tr>
<tr>
<td>LIBR 300</td>
<td>Library Research for the Social Sciences</td>
</tr>
<tr>
<td>LAH 305</td>
<td>Philosophy of Values and Ethics</td>
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<tr>
<td>LAP 300</td>
<td>Adult Development and Learning Assessment</td>
</tr>
<tr>
<td>LAS 309</td>
<td>Critical Thinking and Writing for Social and Behavioral Sciences</td>
</tr>
<tr>
<td>LAS 331</td>
<td>Dynamics of Group Behavior</td>
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<tr>
<td>LAP 340</td>
<td>Effective Interpersonal Relationships</td>
</tr>
<tr>
<td>LAS 406</td>
<td>Leadership in a Changing World</td>
</tr>
<tr>
<td>LAS 407</td>
<td>Applied Communication in Society</td>
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<tr>
<td>LAS 426</td>
<td>Multicultural Dimensions</td>
</tr>
<tr>
<td>LAS 430</td>
<td>Economic Issues in Global Perspective</td>
</tr>
<tr>
<td>LAS 431</td>
<td>Managerial and Supervisory Behavior</td>
</tr>
<tr>
<td>LAS 435</td>
<td>Senior Seminar: Integrating the Applied Behavioral Sciences</td>
</tr>
</tbody>
</table>

**Electives - 62 QH**
Choose additional courses to total 180 QH. These hours may be used to complete the major, minors and concentrations listed above.

For more information about this program, visit [http://nlu.nl.edu/t4/academics/bachelorsprograms/artsandsciences/baappliedbehavioralsciences/](http://nlu.nl.edu/t4/academics/bachelorsprograms/artsandsciences/baappliedbehavioralsciences/).
Criminal Justice, B.A.

NU's Bachelor of Arts in Criminal Justice degree is designed for those wishing to enter the field of criminal justice or advance within it. The program, along with the fulfillment of additional federal, state, county or municipal requirements, prepares graduates to serve in law enforcement, courts or corrections systems, or to work in related private industries. The coursework offers a thorough overview of criminal justice and allows students to select a major in either criminal justice administration or forensic social justice. The program is conveniently offered in both online only and face-to-face formats.

Program Details:
- Requires 180 QH, including 60 QH of General Education (p. 65), for completion
- Requires a minimum grade of “C” in Core and major courses
- Credit by examination, portfolio and proficiency (p. 20) are accepted for general education and elective credit
- Requires ECT – English Competency Test OR completing LAE 101 and LAE 102 at NLU with a grade of “C” or better
- Students must select a major in either Criminal Justice Administration OR Forensic Social Justice

Required Courses

Communications
LAE 101   English Composition I  
or
LAE 120   Essentials of Composition
LAE 102   English Composition II
LAE 125   Fundamentals of Research Writing
LAT 210   Effective Speaking

Note: An additional Humanities (p. 223) course may be substituted for LAT 210.

Humanities
LAH 120   Logic and Effective Thinking

Note: Other Humanities (p. 223) courses may be accepted.

Fine Arts
One Fine Arts (p. 227) course

Quantitative Reasoning
LAM 115   Quantitative Methods in Criminal Justice

Note: Other college-level Mathematics (p. 223) courses may be accepted.

Physical and Life Sciences
CSJ 235   Introduction to Forensic Science

Note: Other college-level Science (p. 224) courses may be accepted.

Social Sciences
LAS 120   Introduction to American Politics
   and
   Two additional Social Science courses

Behavioral Science
LAP 100   General Psychology
LAP 315   Lifespan Development

Note: Other Psychology (p. 225) courses may be accepted in lieu of LAP 315.

Core Courses
CSJ 106   Law Enforcement
CSJ 107   Criminal Justice System
CSJ 205   Criminology
CSJ 206   Criminal Law and Procedure
CSJ 207   Punishment, Prisons and Corrections
CSJ 208   Courts and Criminal Justice
CSJ 209   Constitutional Law and Criminal Justice
CSJ 215   Juvenile Justice Systems
CSJ 352   Research Methods in Criminal Justice
CSJ 353   Criminal Investigations
CSJ 354   Sociology of Deviant Behavior for Criminal Justice Professionals
CSJ 355   Ethics, Diversity, and Professionalism in Criminal Justice

Criminal Justice Administration Major

Choose 30 QH from the courses below or other criminal justice related courses under advisement:

CSJ 210   Community Policing
CSJ 211   Police Organization
CSJ 356   Criminal Justice Administration
CSJ 357   Probation and Parole
CSJ 465   Human Resources Development in Criminal Justice
CSJ 466   Comparative Criminal Justice Systems

Forensic Social Justice Major

Choose 30 QH from the courses below or other courses under advisement:

HSC 202   Theory and Techniques of Crisis
Human Services, B.A.

The Human Services, B.A., curriculum at NLU prepares students to advance in organizations that provide support and service to individuals, families and communities in need. These include social service agencies, community health centers and rehabilitation clinics. This major does not provide entry level preparation for Human Services professional practice.

Students who need to gain clinical experience may enter the Human Services/Practicum program (p. 166) with the permission of the Human Services Department.

Program Details:

• Requires a minimum GPA of 2.0 in all college coursework before beginning the Program Core

• Requires 180 QH, including 60 quarter hours of General Education (p. 65), for completion

• Requires a minimum grade of “C” in Human Services requirements

• Requires ECT – English Competency Test OR completing LAE 101 and LAE 102 at NLU with a grade of “C” or better

• Credit by examination, portfolio and proficiency (p. 20) are accepted for general education and elective credit

• A maximum of 45 QH of credit by portfolio are accepted

• Students may complete the Spanish Language Concentration (p. 194)

Required Courses

Communications
LAE 101 English Composition I
LAE 102 English Composition II

Humanities

LAP 100 General Psychology
LAP 315 Lifespan Development

Behavioral Science
HSC 101 Introduction to Human Services
HSC 102 Introduction to Applied Group Process
HSC 201 Principles and Dynamics of Interviewing
HSC 202 Theory and Techniques of Crisis Intervention
HSC 203 Principles of Family Intervention
HSC 305A Special Needs Populations A
HSC 305B Special Needs Populations B
HSC 310 Management/Administration of Health and Human Services Organizations

Electives - 30 QH
Choose 30 QH of elective courses
HSC 503  Counseling and Human Development in a Multicultural Society
INT 310  Research Methods in the Behavioral Sciences
HSM 415  Strategies of Community Intervention
HSM 406  Human Services and the Law
Human Services Electives under Advisement - 50 QH
Choose Human Services electives with advisor approval
Electives - 15 QH
Choose 15 QH of elective courses

Human Services/Psychology, B.A.

The Human Services/Psychology, B.A., curriculum at NLU prepares students to advance in organizations that provide support and service to individuals, families and communities in need. These include social service agencies, community health centers and rehabilitation clinics.

Program Details:

• Requires 180 QH, including 60 hours of General Education (p. 65), for completion
• 10 QH of coursework in the Program Core must be upper level
• 10 QH of coursework in the Psychology Requirements must be upper level
• The 10 QH of upper level courses required in the Program Core must be taken at NLU
• The 10 QH of upper level courses required in the Psychology Core must be taken at NLU
• Of the 10 QH of Practicum required in the Program Core, 5 QH must be taken at NLU
• Requires a minimum grade of “C” in both Human Services and Psychology program requirements
• Requires ECT – English Competency Test OR completing LAE 101 and LAE 102 at NLU with a grade of “C” or better
• Credit by examination, portfolio and proficiency (p. 20) are accepted for general education and elective credit
• A maximum of 45 QH of credit by portfolio are accepted
• Students may complete the Spanish Language Concentration (p. 194)

Required Courses

Communications
LAE 101  English Composition I
LAE 102  English Composition II

Humanities
LAH 120  Logic and Effective Thinking

Note: Other Humanities (p. 223) courses may be accepted.

Fine Arts
One Fine Arts (p. 227) course

Quantitative Reasoning
LAM 106  Basic Statistics
or
LAM 216  Statistical Methods
or
LAM 110  College Mathematics: Application of Mathematical Ideas

Physical and Life Sciences
LAN 110  General Biology

Social Sciences
One introductory Social Science course. The courses below are recommended:
LAS 105  Introduction to Sociology
LAS 110  Introduction to Cultural Anthropology
LAS 115  Introduction to Economics
LAS 118  Introduction to Politics
LAS 120  Introduction to American Politics

Behavioral Science
LAP 100  General Psychology
or
LAP 315  Lifespan Development

Additional General Education Requirements
Two Communications (p. 229), Humanities (p. 223) or Fine Arts (p. 227) courses
One Mathematics (p. 223) or Science (p. 224) course
One Social Science (p. 226) or Behavioral Science (p. 225) course

Human Services Requirements - 50 QH
HSC 102  Introduction to Applied Group Process
HSC 201  Principles and Dynamics of Interviewing
HSC 202  Theory and Techniques of Crisis Intervention
HSC 203  Principles of Family Intervention
INT 310  Research Methods in the Behavioral Sciences
HSM 481  Human Services Practicum I
HSM 482  Human Services Practicum II
HSM 385  Practicum Supervision

Human Services Electives under Advisement - 15 QH
Choose Human Services electives with advisor approval

Psychology Requirements - 45 QH
LAP 306  Theories of Personality
LAP 307  Abnormal Psychology
LAP 330  Social Psychology
LAP 425  Mental Health

Developmental Psychology - 5 QH
Choose one Developmental Psychology course from the list below:
LAP 200  Psychology of Development in the Infant/Toddler Years
LAP 201  Psychology of Early Childhood
LAP 202  Psychology of Middle Childhood and Adolescence
LAP 300  Adult Development and Learning Assessment
LAP 303  Introduction to Psycholinguistics
LAP 315  Lifespan Development
LAP 441  Psychology of Artistic Expression
LAP 442  Interpersonal Development
LAP 450  Human Sexuality
LAP 320  Psychological Assessment of the Young Child--Part I
LAP 321  Psychological Assessment of the Young Child--Part II

Note: LAP 320 and LAP 321 together count as one course.

Psychology Electives under Advisement - 20 QH
Choose Psychology electives with advisor approval

Human Services or Psychology Electives under Advisement - 15 QH
Choose Human Services or Psychology electives with advisor approval

Electives - 10 QH
Choose 10 QH of elective courses

Liberal Arts Studies, B.A.
NLU’s Bachelor of Arts in Liberal Arts Studies is for students who are interested in getting a well-rounded education in the liberal arts while specializing in the areas of interest outlined in the majors and minors below.

Program Details:
• Requires 180 QH, including 60 quarter hours of General Education (p. 65), for completion
• Requires a minimum grade of “C” in all courses
• Requires ECT – English Competency Test OR completing LAE 101 and LAE 102 at NLU with a grade of “C” or better
• Credit by examination (p. 20) and credit by proficiency (p. 20) are accepted for general education and elective credit
• Students must complete two majors OR one major and two minors, listed below

Majors:
• Applied Economics (p. 167)
• Anthropology (p. 165)
• Art (p. 167)
• Biology (p. 168)
• English (p. 168)
• Mathematics (p. 169)
• Multicultural Studies (p. 169)
• Physical Science (p. 170)
• Psychology (p. 170)
• Psychology/Human Development (p. 171)
• Science (p. 172)
• Social Science (p. 172)
• Spanish Language & Culture Studies (p. 168)
• Theatre Arts (p. 173)

Minors:
• Art (p. 182)
• Biology (p. 183)
• English (p. 183)
• Mathematics (p. 184)
• Music (p. 184)
• Philosophy (p. 184)
• Physical Science (p. 185)
• Psychology (p. 185)
• Psychology/Human Development (p. 186)
• Science (p. 187)
• Social Science (p. 187)
• Theatre Arts (p. 187)

Required Courses

Communications

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAE 101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>LAE 102</td>
<td>English Composition II</td>
</tr>
</tbody>
</table>

Humanities

One Humanities (p. 223) course (foreign language preferred) and the required course below

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAH 120</td>
<td>Logic and Effective Thinking</td>
</tr>
</tbody>
</table>

Fine Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA 110</td>
<td>Introduction to Art</td>
</tr>
<tr>
<td>LAU 110</td>
<td>Introduction to Music</td>
</tr>
</tbody>
</table>

Quantitative Reasoning

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAM 110</td>
<td>College Mathematics: Application of Mathematical Ideas and</td>
</tr>
<tr>
<td>LAM 106</td>
<td>Basic Statistics</td>
</tr>
<tr>
<td>LAM 130</td>
<td>Mathematics in an Information Age</td>
</tr>
<tr>
<td>LAM 216</td>
<td>Statistical Methods</td>
</tr>
</tbody>
</table>

Physical and Life Sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAN 110</td>
<td>General Biology</td>
</tr>
<tr>
<td>LAN 150</td>
<td>Survey of Physical Science</td>
</tr>
</tbody>
</table>

Social Sciences

Contemporary World Cultures and one introductory Social Science course or one U.S. History course. The courses below are recommended:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS 300</td>
<td>Contemporary World Cultures and</td>
</tr>
<tr>
<td>LAS 105</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>LAS 110</td>
<td>Introduction to Cultural Anthropology</td>
</tr>
<tr>
<td>LAS 115</td>
<td>Introduction to Economics</td>
</tr>
<tr>
<td>LAS 118</td>
<td>Introduction to Politics</td>
</tr>
</tbody>
</table>

LAS 120    Introduction to American Politics

or

LAS 200    U.S. History and Culture: 1492-1828

or

LAS 201    U.S. History and Culture: 1828-1898

or

LAS 203    U.S. History and Culture: 1898-Present

Behavioral Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 100</td>
<td>General Psychology</td>
</tr>
</tbody>
</table>

Additional General Education Requirements

One undergraduate English, Speech or Drama (p. 227) course (5 QH) and one additional Science (p. 224) course

Two Liberal Arts Majors - 90 QH

Choosing this option means selecting an additional 30 QH of electives.

One Liberal Arts Major and Two Liberal Arts Minors - 105 QH

Choosing this option means selecting an additional 15 QH of electives.

Psychology, B.A.

The Psychology Program is for students who are interested in human behavior. This program prepares students to use psychological concepts and theories, and provides a foundation for working in community or business settings as well as for graduate study. Students may apply their knowledge to a number of settings, including community and private mental health centers and the business sector.

Program Details:

• Requires 180 QH, including 60 QH of General Education (p. 65), for completion

• Requires 25 QH of upper level coursework in Psychology

• 25 QH of upper level required courses in Psychology must be taken at NLU

• Requires a minimum grade of “C” in general education courses, required courses in Psychology and program concentration courses

• Requires ECT – English Competency Test OR completing LAE 101 and LAE 102 at NLU with a grade of “C” or better

• Credit by examination (p. 20) and credit by proficiency (p. 20) are accepted for general education and elective credit
• Requires a concentration in General Psychology, Developmental Psychology or Organizational/Community Psychology
• Students may complete the Spanish Language Concentration (p. 194)

**Required Courses**

**Communications**
- LAE 101 English Composition I
- LAE 102 English Composition II

**Humanities**
- One Philosophy (p. 307) course and one Humanities (p. 223) course. The courses below are recommended:
  - LAH 110 Introduction to Philosophy
  - LAH 120 Logic and Effective Thinking
  - LAH 305 Philosophy of Values and Ethics
  - LAH 310 Philosophy of Religion
  - LAH 315 Religions of the World
  - LAH 320 Philosophy of Death and Dying
  - LAH 325 Death, Dying and Near-Death Experiences--Implications in Health Care

**Fine Arts**
- One Fine Arts (p. 227) course

**Quantitative Reasoning/Math**
- LAM 110 College Mathematics: Application of Mathematical Ideas
- LAM 106 Basic Statistics
- LAM 216 Statistical Methods

**Physical and Life Sciences**
- One Physical Science (p. 224) course and the required course below
- LAN 110 General Biology

**Note:** One course must have a lab.

**Social Sciences**
- One introductory Social Science course and one U.S. History course. The courses below are recommended:
  - LAS 105 Introduction to Sociology
  - LAS 110 Introduction to Cultural Anthropology
  - LAS 115 Introduction to Economics

**Behavioral Science**
- LAS 118 Introduction to Politics
- LAS 120 Introduction to American Politics
- LAS 200 U.S. History and Culture: 1492-1828
- LAS 201 U.S. History and Culture: 1828-1898
- LAS 203 U.S. History and Culture: 1898-Present

**Electives**
- Choose 40 QH of elective courses. Liberal Arts courses are preferred.

**General Psychology Concentration**
- Choose 30 QH from the courses below:
  - LAP 200 Psychology of Development in the Infant/Toddler Years
  - LAP 201 Psychology of Early Childhood
  - LAP 202 Psychology of Middle Childhood and Adolescence
  - LAP 300 Adult Development and Learning Assessment
  - LAP 303 Introduction to Psycholinguistics
  - LAP 305 Memory and Cognition
LAP 310  Introduction to Industrial/Organizational Psychology
LAP 320  Psychological Assessment of the Young Child—Part I
LAP 321  Psychological Assessment of the Young Child—Part II
LAP 325  Psychology of Play and Therapeutic Applications
LAP 340  Effective Interpersonal Relationships
LAP 342  Interpersonal Helping Skills
LAP 348  Cross-Cultural Communication
LAP 352  Children and Families under Stress
LAP 401  Psychology of Learning
LAP 403  History and Systems of Psychology
LAP 408  Introduction to Community Psychology
LAP 411  Psychology of Exceptional Children and Adolescents
LAP 441  Psychology of Artistic Expression
LAP 442  Interpersonal Development
LAP 443  Managing Interpersonal Communication in Organizations
LAP 451  Industrial Psychology
LAP 490  Independent Study in Psychology
LAP 495  Special Topics in Psychology
Note: A maximum of two courses may be Independent Study or Special Topic courses, chosen with advisor approval.

Developmental Psychology Concentration
Choose 30 QH from the courses below:

LAP 200  Psychology of Development in the Infant/Toddler Years
LAP 201  Psychology of Early Childhood
LAP 202  Psychology of Middle Childhood and Adolescence
LAP 300  Adult Development and Learning Assessment
LAP 303  Introduction to Psycholinguistics
LAP 320  Psychological Assessment of the Young Child—Part I
LAP 321  Psychological Assessment of the Young Child—Part II
LAP 325  Psychology of Play and Therapeutic Applications
LAP 411  Psychology of Exceptional Children and Adolescents
LAP 441  Psychology of Artistic Expression

LAP 442  Interpersonal Development
LAP 490  Independent Study in Psychology
LAP 495  Special Topics in Psychology

Note: A maximum of two courses may be Independent Study or Special Topic courses, chosen with advisor approval.

Organizational Psychology Concentration
Choose 30 QH from the courses below:

LAP 200  Psychology of Development in the Infant/Toddler Years
INT 310  Research Methods in the Behavioral Sciences
LAP 310  Introduction to Industrial/Organizational Psychology
LAP 320  Psychological Assessment of the Young Child—Part I
LAP 321  Psychological Assessment of the Young Child—Part II
LAP 340  Effective Interpersonal Relationships
LAP 342  Interpersonal Helping Skills
LAP 348  Cross-Cultural Communication
LAP 352  Children and Families under Stress
LAP 402  Experimental Psychology
LAP 408  Introduction to Community Psychology
LAP 442  Interpersonal Development
LAP 443  Managing Interpersonal Communication in Organizations
LAP 451  Industrial Psychology
LAP 490  Independent Study in Psychology
LAP 495  Special Topics in Psychology

Note: A maximum of two courses may be Independent Study or Special Topic courses, chosen with advisor approval.

Social Science, B.A.

This program offers students an overview of human and social behavior emphasizing the interdisciplinary perspectives of anthropology, economics, history, political science and sociology.

Students who earn their undergraduate Social Science degree at NLU and wish to teach high school Social Sciences should consider the Master of Arts in Teaching, Secondary Education (p. 132) program.

Program Details:
- Requires 180 QH, including 60 QH of General Education (p. 65), for completion
• Requires 50 QH of upper level program coursework
• 50 QH of upper level courses required in the program must be taken at NLU
• Requires a minimum grade of “C” in 50 QH of upper level program courses
• Credit by examination, portfolio and proficiency (p. 20) are accepted for general education and elective credit
• Requires ECT – English Competency Test OR completing LAE 101 and LAE 102 at NLU with a grade of “C” or better
• Students may complete the Spanish Language Concentration (p. 194)

Required Courses

Communications
LAE 101 English Composition I
LAE 102 English Composition II
LAT 210 Effective Speaking

Humanities
One Philosophy (p. 307) course. The courses below are recommended:
LAH 110 Introduction to Philosophy
LAH 120 Logic and Effective Thinking
LAH 305 Philosophy of Values and Ethics
LAH 310 Philosophy of Religion
LAH 315 Religions of the World
LAH 320 Philosophy of Death and Dying
LAH 325 Death, Dying and Near-Death Experiences–Implications in Health Care

Fine Arts
One or more Fine Arts (p. 227) courses to total 5 QH

Quantitative Reasoning
LAM 110 College Mathematics: Application of Mathematical Ideas
and
LAM 106 Basic Statistics
or
LAM 216 Statistical Methods

Physical and Life Sciences
One Life Science (p. 229) course and one Physical Science (p. 224) course

Social Sciences
One introductory Social Science course and one U.S. History course. The courses below are recommended:
LAS 105 Introduction to Sociology
or
LAS 110 Introduction to Cultural Anthropology
or
LAS 115 Introduction to Economics
or
LAS 118 Introduction to Politics
or
LAS 120 Introduction to American Politics and
LAS 200 U.S. History and Culture: 1492-1828
or
LAS 201 U.S. History and Culture: 1828-1898
or
LAS 203 U.S. History and Culture: 1898-Present

Behavioral Science
LAP 100 General Psychology

Sociology and Anthropology Program Requirements - 20 QH

Choose 20 QH from the courses below:
INT 310 Research Methods in the Behavioral Sciences
LAS 240 Human Origins
LAS 303 Sub-Saharan African Cultures
LAS 306 Marriage and Family
LAS 313 The Metropolitan Community
LAS 342 Folklore
LAS 405 Social Problems
LAS 420 Social Theory
LAS 441 Urban Anthropology

Political Science Program Requirements - 20 QH

Choose 20 QH from the courses below:
LAS 118 Introduction to Politics
LAS 120 Introduction to American Politics
LAS 310 International Relations
LAS 316 Comparative Politics
LAS 319 Elections and Electoral Behavior
LAS 321 American Political Ideas
LAS 450 Political Theory
LAS 458 Public and Social Policy in the Legislative Process

Economics Program Requirements - 15 QH
Choose 15 QH from the courses below:
- LAS 115  Introduction to Economics
- LAS 250  Macroeconomics
- LAS 255  Microeconomics
- LAS 315  World Economics
- LAS 345  Labor Economics
- LAS 445  Evolution of the American Economy

History Program Requirements - 20 QH
Choose 20 QH from the courses below:
- LAS 200  U.S. History and Culture: 1492-1828
- LAS 201  U.S. History and Culture: 1828-1898
- LAS 203  U.S. History and Culture: 1898-Present
- LAS 302  Asian History and Culture
- LAS 301  Western History and Culture to 1650
- LAS 304  Middle and South American Cultures
- LAS 305  Western History and Culture since 1650
- LAS 311  Racial and Ethnic History and Culture
- LAS 495  Social Science Special Topic

Note: For LAS 495, the Special Topic must be in History.

Electives - 45 QH
Choose 45 QH of elective courses

**College of Arts and Sciences—Graduate**

**Admission Requirements**

In addition to the NLU Graduate Admission Requirements (p. 16), the College of Arts and Sciences requires the following:

- 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 waive this or require written recommendations. Please see specific programs for details.

Specific graduate programs may have additional admissions requirements. See programs for details.

Generally, no more than one half of the required credit hours may be completed before admission to a degree program. Some programs, however, may have greater limitations on the number of credits allowed.

To be admitted with full admission status, applicants must hold a baccalaureate degree from a regionally accredited institution and show evidence in undergraduate work of the ability to pursue graduate study, demonstrated by a grade point average of 3.0 or better on a 4.0 scale during the applicant’s junior and senior years. Applicants with bachelor’s degrees from non-regionally accredited colleges recognized by the American Council on Education and with strong academic records may be admitted with four-course review status (p. 77).

**Status of Admitted Students**

**Full Admission**

Students who meet all admission criteria without qualification are granted full admission status. Only fully admitted students are eligible for graduate degrees. If an admitted student’s grade point average 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 nine semester hours, whichever comes first, taken at NLU to raise his or her grade point average to 3.0. These courses may not be workshops, independent studies, transfer credits or internships/practicum, except when taken by veterans receiving benefits.

**Admitted with Four-Course Review Status**

Students who do not meet admission criteria, but who show potential for successful graduate work, may be admitted with four-course review status based on the recommendation of the faculty of the particular program to which they are applying.

A student admitted with four-course review status must maintain a GPA of 3.0 in either the first four graded courses or nine semester hours written into the degree plan taken at NLU after admission, whichever comes first. These courses may not be extension courses, workshops, transfer credits, independent studies or internships/practicum, except when taken by veterans receiving benefits. If the student has a minimum 3.0 GPA at the end of the review period, he or she will gain good academic standing. If the student’s GPA falls below 3.0 at the end of the review period, he or she will be dropped from the graduate school.

**Academic Policies**

**Degree Requirements**

- The student must fulfill all degree requirements, to include coursework, thesis, research project and comprehensive examination as required by the student’s degree program within six years from
the beginning of the first course taken toward the
degree at NLU

• All doctoral students are required to complete all
degree requirements within eight years from the
date of admission

Transfer Between Graduate Programs

Please see Enrollment and Registration Policies (p.
27) for more information.

Transfer of Credit

In addition to the university-wide requirements (p.
19), the following criteria apply to graduate transfer
credit in the College of Arts and Sciences:

• The credit may be for graduate work completed at
another institution after admission to NLU

• The maximum number of hours that can be
transferred is either nine semester hours or 25% of
the credit hours for the degree, whichever is
greater

• Department rules may further limit the transfer of
graduate credit

• Credit earned more than six calendar years before
admission is not accepted

• Exceptions to these rules may be appealed to the
Academic Standards Council of the College of Arts
and Sciences. Petitions must be presented to the
Council by the student’s advisor.

Required Course Waiver

Students may request a waiver for one or more
required courses if previous academic work or
experience indicates a high degree of competency in
the content of the course. The waiver does not grant
equivalent credit toward the degree; it permits the
student to substitute an appropriate elective course
for the waived course. The student and advisor must
complete a Student Adjustment Form and submit it
with appropriate documentation to the program
director. If approved, the waiver is entered in the
degree audit system.

Community Psychology, Ph.D.

This program aims to develop students’ skills in
working with communities. Students who enter this
program are interested in working within a
community setting to address social problems like
teen pregnancy, child abuse, substance abuse and
crime. The program is designed to offer the
methodological training necessary to adhere to

class quality research standards balanced with the
development of strong facilitator skills.

Graduates may find employment in traditional
academic settings as well as in social service agencies,
governmental agencies, research centers or non-
profit agencies.

In addition to the College of Arts and Sciences
Graduate Admission Requirements (p. 77),
applicants must:

• Submit official transcripts showing completion of
a master’s degree in psychology or related field.
Completion of a bachelor’s degree from a
regionally accredited institution must be verified.

• Submit GRE Verbal and Quantitative scores

• Submit three professional letters of
recommendation

• Submit a personal statement describing the
applicant’s expectations of the program and core
beliefs regarding the role of community
psychologists

• Submit a written statement reflecting the
applicant’s research interest (800 words)

• Have completed a master’s thesis. Applicants
without a master’s thesis will be considered for
admission but are required to complete a thesis or
thesis equivalent.

• Sit for a faculty interview

Program Details:

• Requires 69–72 SH for completion

• Requires an internship

• Requires a thesis (if not previously completed at
master’s level)

• Requires a dissertation

Required Courses

LAP 600 Introductory Seminar on Community
Psychology

LAP 605 Principles of Community Psychology

LAP 610 Prevention and Intervention Methods
in Community Psychology

LAP 615 Community Organizing

LAS 620 Advanced Community Development
Planning and Policy

LAP 625 Advanced Quantitative Methodology
in Community Psychology

LAP 630 Advanced Qualitative Methodology in
Community Psychology

LAP 635 Statistics for Community Psychology
LAP 640  Survey Design and SPSS
LAP 645  Media Advocacy and Social Marketing Approaches to Public Health
LAP 650  Principles of Consultation in the Community
LAP 655  Resource Development and Grant Writing
LAP 660  Professional Writing for Community Psychology
LAS 660  Advanced Leadership and Organizational Change
LAP 665  Advanced Theoretical Foundations of Community Psychology
LAP 670  Advanced Cross Cultural Communication
LAP 689  Fieldwork in Community Psychology
LAP 690  Internship in Community Psychology
LAP 693  Seminar in Program Evaluation
LAP 698  Dissertation Proposal Seminar

Note: Additionally, LAP 599 is required for any candidate who did not complete a thesis as part of his or her master’s degree.

Counseling, M.S.

NLU’s CACREP-accredited Counseling program prepares students to become licensed professional counselors, certified school counselors in the State of Illinois or both.

The Community Counseling option coursework meets the educational standards for licensure in Illinois at both the LPC and LCPC levels. It also meets the educational requirements for certification as a Board-eligible National Certified Counselor. The program prepares students to sit for the National Counselor Exam and Licensed Professional Counselor license examination in Illinois.

Applicants interested in school counseling who do not already have a teaching certificate should choose the “School Counseling for those without a Teaching Certificate” option and those with a teaching certificate should choose the “School Counseling for those with a Teaching Certificate” option. Neither option leads to a teaching certificate.

Both School Counseling options prepare students for the Type 73 School Service Professional (School Counseling) certification. Students must pass the Content Exam #181 (school counselor) to earn the certification.

In addition to the College of Arts and Sciences Graduate Admissions Requirements (p. 77), applicants must:

- Submit the results of the Watson-Glaser Critical Thinking Appraisal
- Submit three letters of recommendation
- Complete an admission interview with a faculty member
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95) if planning to complete the School Counseling option
- Submit a written response to questions provided by the Office of Admissions

Program Details:

- Requires 51–58 SH for completion
- Only courses from CACREP accredited universities may be accepted for transfer into the Counseling program
- Requires a grade of “B” or better in all coursework
- Requires a minimum 100 hour practicum
- Requires a minimum 600 hour internship
- Requires completion of one of two options—Community Counseling OR School Counseling (additional courses are required for those without teaching certificates who choose the School Counseling option)

Community Counseling - 51 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 501</td>
<td>Fundamentals of Counseling</td>
</tr>
<tr>
<td>HSC 510</td>
<td>Theories of Counseling</td>
</tr>
<tr>
<td>HSC 511</td>
<td>Professional Practice and Ethics in Human Services</td>
</tr>
<tr>
<td>HSC 512</td>
<td>Theories and Techniques of Group Counseling</td>
</tr>
<tr>
<td>LAP 506</td>
<td>Advanced Human Development</td>
</tr>
<tr>
<td>HSC 505</td>
<td>Clinical Assessment and Diagnosis</td>
</tr>
<tr>
<td>HSC 506</td>
<td>Introduction to Theory and Practice of Family Therapy</td>
</tr>
<tr>
<td>HSC 503</td>
<td>Counseling and Human Development in a Multicultural Society</td>
</tr>
<tr>
<td>LAP 501</td>
<td>Introduction to Psychological Assessment</td>
</tr>
<tr>
<td>HSC 504</td>
<td>Clinical Techniques of Counseling</td>
</tr>
<tr>
<td>HSC 514</td>
<td>Counseling for Career Development</td>
</tr>
<tr>
<td>HSM 508</td>
<td>Research and Evaluation Methodology</td>
</tr>
<tr>
<td>HSS 534</td>
<td>Perspectives on Substance Abuse Counseling</td>
</tr>
<tr>
<td>HSC 524</td>
<td>Introduction to Community</td>
</tr>
</tbody>
</table>
Counseling

HSC 533  Counseling Practicum
HSC 581  Internship I
HSC 582  Internship II

School Counseling (for those with a Teaching Certificate) - 51 SH

HSC 501  Fundamentals of Counseling
HSC 510  Theories of Counseling
HSC 511  Professional Practice and Ethics in Human Services
HSC 512  Theories and Techniques of Group Counseling

LAP 506  Advanced Human Development
HSC 505  Clinical Assessment and Diagnosis
HSC 506  Introduction to Theory and Practice of Family Therapy
HSC 503  Counseling and Human Development in a Multicultural Society

LAP 501  Introduction to Psychological Assessment
HSC 504  Clinical Techniques of Counseling
HSC 514  Counseling for Career Development
HSM 508  Research and Evaluation Methodology
HSS 534  Perspectives on Substance Abuse Counseling

HSC 534  School Counseling: Theory, Issues and Practice
HSC 533  Counseling Practicum
HSC 581  Internship I
HSC 582  Internship II
EPS 539  Foundations of Behavioral Support
SPE 500  Introduction to Exceptional Children and Adolescents/Special Education
EPS 509  Structure and Organization of the Educational System for School Counselors

For more information about this program please refer to the Counseling and Human Services Graduate Handbook.

Forensic Mental Health, Post-Baccalaureate Certificate

Offered in a convenient online format, this post-baccalaureate certificate focuses on the relationship between the mental health system and the law.

In addition to the College of Arts and Sciences Graduate Admission Requirements (p. 77), applicants must:

- Submit the results of the Watson-Glaser Critical Thinking Appraisal
- Submit three letters of recommendation
- Complete an admission interview with a faculty member
- Submit a written response to questions provided by the Office of Admissions

Program Details:

- Requires 15 SH for completion
- All courses must be taken at NLU
- Requires a minimum GPA of 3.0
- Requires a grade of “B” or better in all courses in the program

Required Courses

HSC 535  Introduction to Forensic Mental Health
HSC 536  Clinical Forensic Interviewing and Diagnosis
HSC 537  Evaluation and Treatment of the Juvenile and Adult Offender
General Psychology, Post-Baccalaureate Certificate

This certificate is intended for students interested in additional study of psychology beyond the bachelor’s degree. It may be used as an entry into the Master of Arts in Psychology Program (p. 82), with all credits transferring.

In addition to the College of Arts and Sciences Graduate Admission Requirements (p. 77), applicants must:
• Submit official scores for the Criterion Online Writing Evaluation

Program Details:
• Requires 18 SH for completion

Required Courses
Program Core - 15 SH
LAP 501 Introduction to Psychological Assessment
LAP 505 Advanced Abnormal Psychology
LAP 506 Advanced Human Development
LAP 510 Advanced Personality Theory
LAP 509 Advanced Social Psychology
or
LAP 507 Theories of Cognitive Psychology

Psychology Elective - 3 SH
Choose one Psychology (p. 321) elective with advisor approval

Health Psychology, Post-Baccalaureate Certificate

This certificate is appropriate for those who work in the healthcare field. Students will gain a deeper working knowledge of the physiological underpinnings of psychology and mental health.

In addition to the College of Arts and Sciences Graduate Admissions Requirements (p. 77), applicants must:
• Submit official scores for the Criterion Online Writing Evaluation

Program Details:
• Requires 12 SH for completion

Required Courses - 12 SH
LAP 501 Introduction to Psychological Assessment
LAP 520 Biological Bases of Behavior
LAP 530 Health Psychology
LAP 535 Psychopharmacology

Human Development Psychology, Post-Baccalaureate Certificate

This certificate is appropriate for those involved in education and social service. Students will study how lifelong development influences human behavior.

In addition to the College of Arts and Sciences Graduate Admissions Requirements (p. 77), applicants must:
• Submit official scores for the Criterion Online Writing Evaluation

Program Details:
• Requires 12 SH for completion

Required Courses - 12 SH
LAP 506 Advanced Human Development
LAP 507 Theories of Cognitive Psychology
LAP 518 Child and Adolescent Development
LAP 542 Later Adulthood and Aging

Organizational Psychology, Post-Baccalaureate Certificate

This certificate is designed for those who work in businesses or government agencies. It offers an analysis of organizational behavior for groups ranging in size from society at large to groups within an industry.

In addition to the College of Arts and Sciences Graduate Admissions Requirements (p. 77), applicants must:
• Submit official scores for the Criterion Online Writing Evaluation

Program Details:
• Requires 12 SH for completion

Required Courses - 12 SH
LAP 509 Advanced Social Psychology
LAP 526 Psychology of Organizational Leadership
LAP 550  Advanced Industrial Psychology
INT 519  Principles and Methods of Group Communications

Psychological Assessment, Post-Baccalaureate Certificate

This certificate provides an understanding of the assessment of both individuals and organizations. It includes hands-on training in the administration of psychological assessment tools. A student who completes the certificate may be qualified to work as a psychological assistant or psychometric technician.

In addition to the College of Arts and Sciences Graduate Admissions Requirements (p. 77), applicants must:
- Submit official scores for the Criterion Online Writing Evaluation

Program Details:
- Requires 12 SH for completion

Required Courses - 12 SH
LAP 501  Introduction to Psychological Assessment
LAP 502  Psychological Assessment II--Intellectual Assessment
LAP 503  Psychological Assessment III--Personality Assessment
LAP 546  Assessment of Organizations

Psychology, M.A.

This program is appropriate for those who are interested in teaching at the community college level, working at social service agencies, hospitals, law enforcement agencies or non-profits as well as a variety of other career options in developmental, organizational or health psychology. The program will also provide a solid foundation for later doctoral study.

In addition to the College of Arts and Sciences Graduate Admissions Requirements (p. 77), applicants must:
- Submit official scores for the Criterion Online Writing Evaluation

Program Details:
- Requires 36 SH for completion
- Requires Comprehensive Exam OR Thesis with approval of graduate advisor

Public Policy, M.A.

This program provides training in public policy as preparation for or advancement in careers in local, regional, state and federal government, nonprofits and the private sector.

In addition to the College of Arts and Sciences Graduate Admissions Requirements (p. 77), applicants must:
- Submit a resume or curriculum vitae
- Sit for an interview with a faculty advisor
- Provide official scores from the Graduate Record Examination (GRE) taken within the last five years (waived for applicants with a GPA of 3.0 or higher)
- Note: List of three references is waived for applicants with a GPA of 3.0 or higher

Program Details:
- Requires 36 SH for completion
- Requires a thesis OR Public Policy Seminar
Required Courses

Core Courses - 12 SH
LAS 500  Foundations of Public Policy
LAS 505  Urban Policy Development
LAS 510  Social Inequality and Public Policy
LAS 515  Leadership and Organizational Change

Methods - 6 SH
LAS 565  Research Design and Methodology
LAS 570  Policy Data Analysis and Planning

Substantive Courses - 15 SH
Choose five courses from the list below:
LAS 520  Comparative Public Policy
LAS 525  Community Development Planning and Policy
LAS 530  Immigration Policy
LAS 535  Education and Public Policy
LAS 536  Public Policy of Health Care
LAS 540  Bureaucracy and Policymaking
LAS 545  Technology and Public Policy
LAS 550  Public Policy and the Environment
LAS 555  The Politics of Policymaking
LAS 560  Advanced Public Finance
LAS 590  Public Policy Internship
LAS 595  Public Policy Special Topic

Completion requirement - 3 SH
LAS 593  Public Policy Seminar
or
LAS 599  Master's Thesis

Written Communication, M.S.

This program was designed for college graduates to develop their writing skills. The program offers a wide variety of electives that allow students to focus on their own writing interests, whether creative or professional.

In addition to the College of Arts and Sciences Graduate Admission Requirements (p. 77), applicants must:
- Submit the results of the Watson-Glaser Critical Thinking Appraisal (waived if the applicant has a master’s degree from a regionally accredited college or has a GPA of 3.0 or higher)
- Sit for an in-person interview
- Complete a brief impromptu essay
- Note: List of three references is waived for applicants with a GPA of 3.0 or higher

Program Details:
- Requires 33 SH for completion
- Requires a thesis
- Students may be able to apply:
  - Up to six hours of graduate credit from another institution, with approval from the program director
  - Up to six hours of graduate credit from other NLU programs
  - Up to six hours of credit by proficiency for past professional experience

Required Courses

Program Core
LAE 500  Advanced Expository Writing
LAE 510  Rhetorical Theory: History and Practice
LAE 599  Thesis Project

English Elective Courses
Choose 21–24 SH from the courses below:
LAE 405  Advanced Studies of American Literature: Beginning-1900
LAE 406  Advanced Studies of American Literature: 1900-1950
LAE 407  American Writers: 1945-1970
LAE 410  Modern British Fiction: 1900-1950
LAE 412  Introduction to Writing Poetry
LAE 413  Reading and Writing the Short Story
LAE 414  Writing and Reading Oral History
LAE 416  Women’s Lives into Literature
LAE 450  Fundamentals of Journalism
LAE 460  Editing for Publication
LAE 461  Writing Promotional and Advertising Copy
LAE 465  Creative Writing: Humor
LAE 486A  Workshop/English/Rare Books at the Newberry Library
LAE 486B  Workshop/Writer's Week Workshop
LAE 499  English Seminar
LAE 501  Writing from Reading: Incorporating Research into Nonfiction Articles, Books, and Reports
LAE 502  Creative Writing: Fiction
LAE 503  Creative Writing: Poetry
LAE 504  Creative Writing: Children's Books
LAE 512A  Professional Writer I
LAE 512B  Professional Writer II
LAE 512C  Professional Writer III
LAE 515  Feature Writing
LAE 516  Screenwriting
LAE 517  Technical Writing
LAE 518  Narrative Forms
LAE 520  Teaching Freshman English Composition
LAE 592  Practicum/Internship in Teaching English Courses to Undergraduates
LAE 594  Independent Study/English
LAE 595  Special Topics/English

Notes: For LAE 486A, LAE 486B, LAE 499, LAE 594 and LAE 595, specific topics may be chosen. Each topic may only be counted once toward the degree. LAE 501 is strongly recommended.
The College of Management and Business (CMB) is committed to individuals who seek advancement through education. We provide flexible, innovative, high-quality programs that meet real-life learning needs. Furthermore, we provide our students with a supportive network of faculty and advisors who understand the challenges of balancing study, work and family.

IACBE Accreditation

National Louis University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas. The business programs in the following degrees are accredited by the IACBE:

- Bachelor of Science in Health Care Leadership (p. 89)
- Bachelor of Science in Management (p. 90)
- Bachelor of Science in Management Information Systems (p. 91)
- Master of Business Administration (p. 94)
- Master of Health Administration in Health Services Administration (p. 93)
- Master of Science in Human Resource Management and Development (p. 93)

College of Management and Business—Undergraduate

University General Education Requirements

All undergraduate students must complete the General Education Core Requirements (p. 65). We encourage students to complete their general education requirements before entering an undergraduate program.

Admission Requirements

Requirements for admission to CMB are the same as those for admission to National Louis University (p. 15).

Specific programs, however, have additional requirements. For all undergraduate programs, applicants must have:

- COMPASS scores of at least 44 on the pre-algebra level of the mathematics examination and at least 65 on the writing skills examination
- A cumulative grade point average of 2.0 or better on a 4.0 scale on all previous coursework

Please see specific programs for additional admission requirements.

Students may not enroll in the first term of a program until they meet program eligibility requirements or qualify for enrollment as an admissions pending student.

Credit Transfer Policy

The CMB degree-completion programs require that certain courses be taken at NLU. These courses are designed specifically for CMB’s adult learners and do not duplicate transfer courses that may have similar titles but were designed for traditional undergraduate students.

Academic Standards

Students enrolled in CMB undergraduate programs will be monitored continuously to ensure compliance with program academic standards, as outlined in the Policies section (p. 30) of this catalog. To remain in good academic standing and complete the requirements for the programs, students must also adhere to the following additional academic standards:

- 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
- 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
- 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.

Business Administration, B.A.

NLU has three different options for earning the Bachelor of Arts in Business Administration degree.
The Business Administration, B.A., degree completion program (p. 86) will be appropriate for most students.

The Business Administration, B.A., degree completion program with accounting concentration (p. 87) is also available.

The Business Administration, B.A., four-year program (p. 88) is not currently offered in the United States.

Business Administration, B.A. (Degree-Completion Program)

As a degree-completion program, the Business Administration, B.A., is intended for students who have completed previous college coursework and is especially appropriate for those who have completed an AAS degree in management or an equivalent degree. The curriculum focuses on developing managers who can lead, organize, innovate, negotiate and establish productive relationships with those they manage.

In addition to the College of Management and Business Undergraduate Admission Requirements (p. 85), students must fulfill the following requirements to start this program:

- Have a minimum of 135 quarter hours or 90 semester hours of transferable credit
- Have a cumulative grade point average of 2.0 or better on a 4.0 scale on all previous coursework
- Note: Applicants may initiate a request for permission to start the program with fewer than the 135-quarter hour minimum transferable credit standard and/or the program prerequisites. If the applicant’s request for permission to start and the admissions file indicate a strong potential for success in the program, the academic program director may grant permission for the student to start. Any degree requirements that the student is missing, however, must still be met in order for a degree to be awarded.

Program Details:

- Requires 180 QH, including 60 QH of General Education (p. 65), for completion
- Credit by examination (p. 20) and credit by proficiency (p. 20) are accepted for general education credit
- Credit by examination, proficiency and portfolio (p. 20) are accepted for elective credit
- The Business Administration Core must be taken at NLU
- Students may complete a concentration in Public Policy (p. 222)

Required Courses

Communications
LAE 101 English Composition I
LAE 102 English Composition II
LAT 210 Effective Speaking

Humanities
One Humanities (p. 223) course

Fine Arts
One Fine Arts (p. 227) course

Quantitative Reasoning
LAM 220 College Algebra
and
LAM 214 Finite Mathematics
or
LAM 216 Statistical Methods

Physical and Life Sciences
One Laboratory Science (p. 230) course

Social Sciences
LAS 250 Macroeconomics
LAS 255 Microeconomics

Behavioral Science
LAP 100 General Psychology

Additional General Education Requirements
Choose General Education (p. 231) courses to total 60 QH of general education

Business Support Requirements - 36 QH

MGT 101 Introduction to Business
MGT 150 Introduction to Computer Applications
MGT 120 Accounting Principles I
MGT 121 Accounting Principles II
MGT 122 Accounting Principles III
MGT 204 Business Law I
MGT 302 Principles of Management and Supervision
MGT 300 Principles of Marketing
MGT 301 Principles of Finance

Computer Elective - 4 QH
Choose one Computer Elective (p. 230) course

Business Electives - 12 QH
Choose three Business Elective (p. 230) courses
Business Administration Core - 49 QH
MGT 407 Advanced Business Writing
MGT 408 Contemporary Issues in International Management
MGT 409 Issues in Consumer Behavior
MGT 414 Business Research Methods Communication
MGT 418 Concepts and Applications in Financial Management
MGT 428 Ethical Issues in Business and Management
MGT 434 Accounting and Budgeting for Managers
MGT 438 Information Management Systems
MGT 451 Quantitative Methods for Managers
MGT 400 Business Strategy
MGT 481 Advanced Concepts in Operations Management
MGT 454 Project Management

Electives - 19 QH
Choose elective courses to meet the minimum degree requirement of 180 QH

Business Administration, B.A., with Accounting Concentration (Degree-Completion Program)

As a degree-completion program, the Business Administration, B.A., with Accounting Concentration is intended for students who have completed previous college coursework and is especially appropriate for those who have completed an AAS degree in management or an equivalent degree.

This program will provide students with the coursework and minimum hour required for the Illinois CPA Exam. Students interested in sitting for the Illinois CPA exam should work with their advisor to determine any additional requirements by the State of Illinois.

In addition to the College of Management and Business Undergraduate Admission Requirements (p. 85), students must fulfill the following requirements to start this program:

- Have a minimum of 135 quarter hours or 90 semester hours of transferable credit
- Have a cumulative grade point average of 2.0 or better on a 4.0 scale on all previous coursework

• Note: Applicants may initiate a request for permission to start the program with fewer than the 135-quarter hour minimum transferable credit standard and/or the program prerequisites. If the applicant’s request for permission to start and the admissions file indicate a strong potential for success in the program, the academic program director may grant permission for the student to start. Any degree requirements that the student is missing, however must still be met in order for a degree to be awarded.

Program Details:

- Requires 225 QH, including 60 QH of General Education (p. 65), for completion
- Credit by examination (p. 20) and credit by proficiency (p. 20) are accepted for general education credit
- Credit by examination, proficiency and portfolio (p. 20) are accepted for elective credit
- The Business Administration Core must be taken at NLU
- Students may complete a concentration in Public Policy (p. 222)

Required Courses

Communications
LAE 101 English Composition I
LAE 102 English Composition II
LAT 210 Effective Speaking

Humanities
One Humanities (p. 223) course

Fine Arts
One Fine Arts (p. 227) course

Quantitative Reasoning
LAM 220 College Algebra
LAM 214 Finite Mathematics or
LAM 216 Statistical Methods

Physical and Life Sciences
One Laboratory Science (p. 230) course

Social Sciences
LAS 250 Macroeconomics
LAS 255 Microeconomics

Behavioral Science
LAP 100 General Psychology

Additional General Education
Choose additional General Education (p. 231) courses to total 60 QH of general education

Business Support Requirements - 36 QH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MGT 101</td>
<td>Introduction to Business</td>
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<tr>
<td>MGT 150</td>
<td>Introduction to Computer Applications</td>
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<tr>
<td>MGT 120</td>
<td>Accounting Principles I</td>
</tr>
<tr>
<td>MGT 121</td>
<td>Accounting Principles II</td>
</tr>
<tr>
<td>MGT 122</td>
<td>Accounting Principles III</td>
</tr>
<tr>
<td>MGT 204</td>
<td>Business Law I</td>
</tr>
<tr>
<td>MGT 302</td>
<td>Principles of Management and Supervision</td>
</tr>
<tr>
<td>MGT 300</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>MGT 301</td>
<td>Principles of Finance</td>
</tr>
</tbody>
</table>

Computer Elective - 4 QH
Choose one Computer Elective (p. 230) course

Business Electives - 12 QH
Choose three Business Elective (p. 230) courses

Business Administration Core - 49 QH

<table>
<thead>
<tr>
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<tr>
<td>MGT 407</td>
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<td>Contemporary Issues in International Management</td>
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<td>Quantitative Methods for Managers</td>
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<td>MGT 400</td>
<td>Business Strategy</td>
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<td>MGT 481</td>
<td>Advanced Concepts in Operations Management</td>
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<td>MGT 454</td>
<td>Project Management</td>
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</table>

Accounting Concentration - 54 QH

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<tr>
<td>MGT 420</td>
<td>Advanced Accounting</td>
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<td>MGT 432</td>
<td>Advanced Business Law</td>
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<td>MGT 370</td>
<td>International Accounting</td>
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<td>MGT 427</td>
<td>Advanced Cost Accounting</td>
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<td>MGT 412</td>
<td>Organizational Behavior</td>
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<tr>
<td>MGT 454</td>
<td>Project Management</td>
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<tr>
<td>MGT 405</td>
<td>Accounting Information Systems</td>
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<td>MGT 404</td>
<td>Diversity in the Workplace</td>
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<td>MGT 371</td>
<td>International Finance</td>
</tr>
<tr>
<td>MGT 495</td>
<td>Special Topic</td>
</tr>
</tbody>
</table>

Note: MGT 495 Special Topics can be taken in other areas of Accounting as needed to bring the total number of credits in Accounting to 54 QH.

Electives - 19 QH
Choose elective courses to meet the minimum degree requirement of 225 QH

Business Administration, B.A. (four-year program)

The Business Administration four-year program offers NLU 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.

Program Details:

- Requires 180 QH, including 60 QH of General Education (p. 65), for completion
- Credit by examination (p. 20) and credit by proficiency (p. 20) are accepted for general education credit
- Credit by examination, proficiency and portfolio (p. 20) are accepted for elective credit
- Three upper-level business administration courses, in addition to the Business Strategy course, must be completed at NLU
- Students may complete a concentration
- This program is not currently offered in the U.S.

Required Courses

Communications

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>LAE 101</td>
<td>English Composition I</td>
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<tr>
<td>LAE 102</td>
<td>English Composition II</td>
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<td>LAT 210</td>
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Humanities

<table>
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<th>Course</th>
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<td>One Humanities (p. 223) course</td>
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</table>

Fine Arts

<table>
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<th>Course</th>
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<td>One Fine Arts (p. 227) course</td>
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</table>

Quantitative Reasoning

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAM 110</td>
<td>College Mathematics: Application of Mathematical Ideas</td>
</tr>
</tbody>
</table>

Note: MGT 495 Special Topics can be taken in other areas of Accounting as needed to bring the total number of credits in Accounting to 54 QH.
LAM 216 Statistical Methods
Note: A higher-level math course may be accepted in place of LAM 110.

Physical and Life Sciences
One Laboratory Science (p. 230) course

Social Sciences
The two required course below and one additional undergraduate Social Science (p. 226) course
LAS 250 Macroeconomics
LAS 255 Microeconomics

Behavioral Science
LAP 100 General Psychology

Additional General Education Requirements
Finite Mathematics and one undergraduate Social Science (p. 226) course or one undergraduate Psychology (p. 225) course
LAM 214 Finite Mathematics

Business Administration Requirements - 48 QH
MGT 101 Introduction to Business
MGT 106 Applications of Business Writing
MGT 204 Business Law I
MGT 205 Business Law II
MGT 270 Survey of International Business
MGT 300 Principles of Marketing
MGT 302 Principles of Management and Supervision
MGT 303 Business Research and Communications
MGT 304 Business Ethics
MGT 305 Operations Management
MGT 307 Consumer Behavior
MGT 400 Business Strategy

Business Support Requirements - 62 QH
MGT 120 Accounting Principles I
MGT 121 Accounting Principles II
MGT 122 Accounting Principles III
MGT 150 Introduction to Computer Applications
MGT 220 Managerial Accounting
MGT 243 Office Information Systems
MGT 301 Principles of Finance
MGT 319 Money and Banking

Computer Elective - 4 QH

Choose one Computer Elective (p. 230) course
Business Elective - 4 QH
Choose one Business Elective (p. 230) course
Electives - 22 QH
Choose elective courses to meet the minimum degree requirement of 180 QH

Health Care Leadership, B.S.
This program, offered in both face-to-face and online-only formats, is designed to meet the needs of adult learners whose primary focus is the health care field. This program 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. It is also open to those just embarking on their health care careers.

Program Details:
- Requires 180 QH, including 60 QH of General Education (p. 65), for completion
- A maximum of 60 QH of technical credit may be transferred
- Credit by examination (p. 20) and credit by proficiency (p. 20) are accepted for general education credit
- Credit by examination, proficiency and portfolio (p. 20) are accepted for elective credit
- The Health Care Leadership Core must be taken at NLU
- Students may complete a major or concentration, listed below

Major:
Spanish Language and Culture Studies (p. 168)

Concentrations:
Public Policy (p. 222)
Aging Studies (p. 221)
International Management (p. 221)
Leadership (p. 221)

Required Courses
Communications
One college-level writing course. The course below is recommended:
LAE 101 English Composition I

Humanities
Management, B.S.

This program, offered in both face-to-face and online-only formats, is designed for adult students who are current managers or professionals who take on management functions. It seeks to enhance the effectiveness of those involved in management of human, fiscal, and information resources in a variety of organizational settings.

_program details:_
- Requires 180 QH, including 60 QH of General Education (p. 65), for completion
- A maximum of 60 QH of technical credit may be transferred
- Credit by examination (p. 20) and credit by proficiency (p. 20) are accepted for general education credit
- Credit by examination, proficiency and portfolio (p. 20) are accepted for elective credit
- The Management Core must be taken at NLU
- Students may complete a major or concentration, listed below

_major:_
Spanish Language and Culture Studies (p. 168)

_concentrations:_
- Public Policy (p. 222)
- International Management (p. 221)
- Leadership (p. 221)
- Aging Studies (p. 221)

_required courses_
Communications
- One college-level Communications (p. 229) course

Humanities
- One Humanitites (p. 223) course

Fine Arts
- One Fine Arts (p. 227) course

Quantitative Reasoning
- One Mathematics (p. 223) course

Physical and Life Sciences
- One Science (p. 225) course

Social Sciences
- One Social Science (p. 226) course

Behavioral Science
- One Behavioral Science (p. 225) course

Additional General Education

Choose additional General Education (p. 231) courses to total 60 QH of general education

Management Core - 51 QH

HCL 300 Introduction to the Health Care Leadership Program
HCL 310 Professional Writing in Health Care
HCL 315 Team Development in Health Care
HCL 320 Educational Delivery & Assessment in Health Care
HCL 330 Presentation Skills in Health Care
HCL 335 Overview of Health Care Delivery
HCL 410 Health Care Supervision & Human Resources
HCL 415 Financial and Physical Resource Administration
HCL 420 Ethical and Legal Issues in Health Care
HCL 425 Health Care Information Systems
HCL 430 Marketing of Health Care Services
HCL 440 Health Care Systems
HCL 450 Business Planning in Health Care
MGT 436 Critical Thinking for Managers

Electives - 62 QH
Choose elective courses to meet the minimum degree requirement of 180 QH
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 403</td>
<td>Introduction to BSM/BSMIS</td>
</tr>
<tr>
<td>MGT 478</td>
<td>Managerial Assessment</td>
</tr>
<tr>
<td>MGT 410</td>
<td>Management and Supervision</td>
</tr>
<tr>
<td>MGT 431</td>
<td>Communication Skills for Managers</td>
</tr>
<tr>
<td>MGT 479</td>
<td>Management Development Practicum</td>
</tr>
<tr>
<td>MGT 412</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>MGT 436</td>
<td>Critical Thinking for Managers</td>
</tr>
<tr>
<td>MGT 458</td>
<td>Marketing for Managers</td>
</tr>
<tr>
<td>MGT 416</td>
<td>Information Systems Concepts</td>
</tr>
<tr>
<td>MGT 430</td>
<td>Communication in Organizations</td>
</tr>
<tr>
<td>MGT 454</td>
<td>Project Management</td>
</tr>
<tr>
<td>MGT 444</td>
<td>Financial Decision Making</td>
</tr>
<tr>
<td>MGT 452</td>
<td>Legal and Ethical Principles in Management</td>
</tr>
<tr>
<td>MGT 482</td>
<td>Strategic Management</td>
</tr>
</tbody>
</table>

**Electives - 69 QH**

Choose elective courses to meet the minimum degree requirement of 180 QH. The courses below are recommended:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 103</td>
<td>Personal Project Management</td>
</tr>
<tr>
<td>LIBR 200</td>
<td>Digital Information Literacy</td>
</tr>
<tr>
<td>MGT 230</td>
<td>Better Business Writing</td>
</tr>
<tr>
<td>MGT 215</td>
<td>Quantitative Tools in Business</td>
</tr>
<tr>
<td>ACL 301</td>
<td>Perspectives on Prior Learning</td>
</tr>
</tbody>
</table>

Notes: MGT 103, LIBR 200, MGT 230, and MGT 215 are recommended for freshmen. ACL 301 is required for students wishing to prepare a portfolio documenting prior learning.

**Management Information Systems, B.S.**

This program, offered in both face-to-face and online-only formats, is designed for adults who want to advance within the information technology field. It is best suited for those with at least three years of work experience, preferably with information technology.

**Program Details:**

- Requires 180 QH, including 60 QH of General Education (p. 65), for completion
- A maximum of 60 QH of technical credit may be transferred
- Credit by examination (p. 20) and credit by proficiency (p. 20) are accepted for general education credit
- Credit by examination, proficiency and portfolio (p. 20) are accepted for elective credit

- Students may complete a major or concentration, listed below

**Major:**

- Spanish Language and Culture Studies (p. 168)

**Concentration:**

- Public Policy (p. 222)
- International Management (p. 221)
- Leadership (p. 221)
- Aging Studies (p. 221)

**Required Courses**

**Communications**

- One college-level Communications (p. 229) course

**Note:** Other college-level communications courses may be accepted.

**Humanities**

- One Humanities (p. 223) course
- Fine Arts
- One Fine Arts (p. 227) course
- Quantitative Reasoning
- One Mathematics (p. 223) course

**Physical and Life Sciences**

- One Science (p. 225) course
- Social Sciences
- One Social Science (p. 226) course

**Behavioral Science**

- One Behavioral Science (p. 225) course
- Additional General Education - 32 QH

Choose additional General Education (p. 231) courses to total 60 QH of general education

**Management Information Systems Core - 50 QH**

- MGT 403 Introduction to BSM/BSMIS
- MGT 416 Information Systems Concepts
- MGT 417 Communication Networks
- MGT 413 Procuring, Managing and Leading High-Tech Workers
- MGT 424 Developing and Managing Web Sites
- MGT 433 Developing and Managing Databases
- MGT 437 Data Mining and Warehousing
- MGT 456 Securing Corporate Information
- MGT 473 Strategic Uses of IT
- MGT 469 Enterprise Resource Planning
MGT 462  Systems Development Life Cycle
MGT 471  IT Project Management
MGT 485  Applied MIS Techniques

Electives - 70 QH
Choose elective courses to meet the minimum degree requirement of 180 QH

College of Management and Business—Graduate

Admission Policies
Prospective students may apply for admission to graduate management programs at any time of the year. In addition to the NLU Graduate Admission Requirements (p. 16), 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):

• Official transcripts from all colleges and universities where degrees were earned. Completion of a bachelor’s degree from a regionally accredited institution must be verified.

• A list of three references that includes supervisors, employers, professors or others who have known the applicant in a professional or academic capacity, or are in a position to judge the applicant’s ability for graduate study. This is waived for applicants with a GPA of 3.0 or higher.

• Official scores from the Criterion Online Writing Assessment. This requirement is waived for applicants who have earned a graduate degree from a regionally accredited institution. It is also waived for applicants with a GPA of 3.0 or higher.

• 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.)

Graduate students must be admitted prior to the start of the first course of the program.

Status of Admitted Students

Full Admission Status
Students who meet the below criteria are eligible for full admission status:

• Verified completion of a bachelor’s degree from a regionally accredited four-year college or university or the equivalent from an institution outside of the U.S.

• A GPA of 3.0 or better on a 4.0 scale over the applicant’s entire undergraduate program

• A score of 4.0 or better on the Criterion Online Writing Assessment

Applicants who do not meet the GPA requirements for admission or have a writing assessment score of 3.0, may have additional admission requirements, may be admitted with one-term review status or may be denied admission.

Admission With One-Term Review Status
Students who are admitted with one-term review status must maintain at least a 3.0 (“B”) cumulative 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/practica, except when taken by veterans receiving benefits.

If the student has a minimum 3.0 GPA at the end of the review period, he or she will gain good academic standing. If the student’s GPA is below 3.0 at the end of the review period, he or she will be dropped from the graduate program.

Applicants who score a 3.0 on the writing assessment and are otherwise qualified for admission with one-term review status, as determined by the Graduate Admissions Team or the Dean, must enroll in MGT 523, Analytical and Writing Skills for the Manager. Students must successfully complete MGT 523 to gain one-term review status for the first class session. That is, students must pass MGT 523 before they will be allowed to begin attending classes in their chosen CMB graduate program. MGT 523 is a not-for-credit, pass/fail course designed to increase the student’s potential for success in graduate studies by honing writing and critical thinking skills.

Academic Policies

Transfer of Credit
In addition to the university-wide requirements (p. 19), the following criteria apply to graduate transfer credit in the College of Management and Business:

• A maximum of nine semester hours may be transferred

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

• A “Pass” grade for a completed pass/fail graduate course is acceptable

• 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.

Required Course Waiver

Students may request a waiver for one or more required courses if previous academic work or experience indicates a high degree of competency in the content of the course. The waiver does not grant equivalent credit toward the degree; it permits the student to substitute an appropriate elective course for the waived course. The student and advisor must complete a Student Adjustment Form and submit it with appropriate documentation to the Dean or Dean’s designee. If approved, the waiver is entered in the degree audit system.

Degree Requirements

- Students must fulfill all degree requirements 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.

- Returning students who have not completed their degree within the 10 year required time frame are governed by the University policies on reentry and readmission (p. 14).

In addition, if the student’s prior program of study is still active, the student will return with the same status as at the time of separation, but must meet current admission and degree requirements for the program. As part of this process, the student will work with the dean or dean’s designee to develop a degree completion plan that will include at least six additional courses taken within three years of return. If the degree is not completed within three years, the degree completion plan will be voided.

If the student’s prior program is no longer active, or if the student wishes to enter a different program, he or she must apply for admission as a new applicant and satisfy all current admission and degree requirements. Previously taken coursework may not apply to the new degree.

Health Services Administration, M.H.A.

This program is intended to prepare health professionals for administrative careers in health care organizations. The curriculum is designed to build upon students' clinical and supervisory experience in health care and substitutes students' current employment experiences for an internship. The program emphasizes administrative skill development and practical applications in health care organizations.

In addition to College of Management and Business Graduate Admissions Requirements (p. 92), applicants must:

- Have at least three years of full-time employment in a health care related organization in a leadership role

Program Details:

- Requires 37 SH for completion

Required Courses - 37 SH

MHA 500 Introduction to Health Services Administration
MHA 510 Origins of Health Care Delivery Systems
MHA 511 Health Care Policies and Trends
MHA 512 Health Care Management
MHA 520 Patient Care Operations
MHA 521 Managerial Accounting in Health Care
MHA 522 Health Care Business Operations
MHA 530 Health Care Economics and Finance
MHA 531 Health Care Information Systems
MHA 532 Human Resources in Health Care
MHA 540 Marketing in Health Care
MHA 541 Strategic Management in Health Care
MHA 550 Colloquium in Health Services Administration

Human Resource Management and Development, M.S.

This degree provides an in-depth examination of theory, principles and practices related to the management and development of human capital. Students will enhance their practical human resources skills and have the opportunity to benefit from the shared work experiences of their classmates.

Program Details:

- Requires 36 SH for completion

Required Courses - 36 SH

MGT 509 Human Resources Planning
MGT 533 Organizational Behavior and Development and Change
MGT 515 Training and Development: Systems and Practices
Leadership, Post-Baccalaureate Certificate
This certificate presents an opportunity for managers to examine the role they play as change agents, innovators, strategists and team builders. Students will translate leadership concepts into best practices for organizational leaders. Students may take this certificate as a stand-alone program or apply some of the coursework toward the Master of Business Administration (M.B.A.) (p. 94) degree at NLU.

In addition to the College of Management and Business Graduate Admission Requirements (p. 92), applicants must:
- Have at least three years of full-time professional, technical or managerial work experience

Program Details:
- Requires 15 SH for completion
- 15 SH of coursework must be taken at NLU
- Note: When taken as a stand-alone program, this certificate is not eligible for financial aid

Required Courses - 15 SH
MBA 503 Leadership & Organizational Behavior
MGT 543 Leadership Assessment in Organizations
MGT 546 Organizational Design and Innovation
MGT 551 Leadership and High Performance Teams
MGT 553 Strategic Leadership in Organizations

Note: MBA 503 satisfies 3 semester SH of credit in both the M.B.A. program and this certificate.

Master of Business Administration (M.B.A.)
NLU’s M.B.A. program offers a diverse series of courses that present the aspiring manager with the skills needed to succeed in complex organizational settings. The primary focus of this program is strategic management—aligning business vision, strategy and performance. This program is conveniently offered in both online-only and face-to-face formats.

Program Details:
- Requires 37–39 SH for completion

Required Courses
MBA 500 Introduction to Graduate Studies or MBA 501 Graduate Management Foundations
MBA 503 Leadership & Organizational Behavior
MBA 506 Ethical and Legal Issues
MBA 508 Managerial Economics
MBA 510 Macroeconomics
MBA 514 Managerial Accounting
MBA 516 Financial Markets
MBA 518 Financial Management
MBA 522 Strategic Marketing
MBA 524 Strategic Management
MBA 526 Project Management
MBA 529 International Management
MBA 532 Technology and Leadership
MBA 581 Workshop/Introduction to Capstone

Note: Graduates of professionally accredited (IACBE, ACBSP or AACSB) undergraduate programs within the last seven years who also meet the GPA and writing assessment criteria will take MBA 500 for 1 SH. All others will take MBA 501 for 3 SH.
National College of Education (NCE) faculty and candidates use scholarly habits of mind and methods of inquiry in order to affect pre-kindergarten through 12th grade student learning by:

- Envisioning, articulating and modeling democratic and progressive education
- Designing powerful learning environments that:
  - Integrate appropriate technologies
  - Utilize multiple meaningful assessments
  - Enable self-directed learning
- Working collaboratively in diverse communities and with diverse learners to achieve learning goals
- Advocating for democratic values, equity, access and resources to assure educational success for all

NCE Faculty and candidates continuously demonstrate a high standard of professional ethics by:

- Cultivating curiosity and excitement for learning in themselves and others
- Respecting and learning from other peoples, cultures and points of view
- Demonstrating a caring attitude in recognizing the needs of others and acting to promote their growth
- Acting with confidence and self-knowledge to assume professional leadership roles and responsibilities
- Using information from self and others to continuously improve

Professionalism

Students will demonstrate behaviors that maintain academic, professional and ethical standards and avoid behaviors that are detrimental to either the pre-service student or the classroom students. Professional behavior is expected inside and outside the University classroom, when using email and in all field placement experiences. The following may constitute a basis for denial of admission to a practicum placement or 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
- Any other behavior that interferes with professionalism

Teacher Certification

NCE teacher certification programs may meet certification requirements for states other than Illinois. Since specific requirements vary, students should obtain information from the state in which they plan to teach.

Students seeking certification by entitlement may obtain applications for certification at www.isbe.net/certification.

Illinois law prohibits the certification and/or employment of persons convicted of specific crimes. Students seeking an endorsement for professional certification through NCE who have been convicted of one of the offenses identified by Illinois law may be ineligible for certification or employment as a school professional.

Test of Academic Proficiency (TAP)

Students who are seeking admission to an Illinois certification program or who were certified prior to July 1, 1988, are required to pass the Test of Academic Proficiency (TAP) administered by the Illinois State Board of Education. TAP scores are valid for ten years prior to certification. Students must complete all of their coursework and apply for certification within ten years of taking and passing this test. Those who wait to apply beyond the ten-year limit must retake the TAP. The TAP cannot be taken more than five times. Students from states other than Illinois where NLU certification programs may be offered must pass the equivalent test of basic skills.
administered through their state. This information must be verified by the Office of Admissions and Records.

A composite score of 22 on the ACT Plus Writing or a composite score of 1030 (mathematics and critical reading) on the SAT may be used in lieu of a passing score on the former Illinois Test of Basic Skills or the current TAP.

- Scores used for admission to a program must be no older than ten years. Once the candidate has been fully admitted, the score will remain in good standing as long as the candidate remains enrolled in the preparation program at that particular institution.

- No ACT or SAT score can be accepted if the applicant failed the Test of Academic Proficiency (TAP) five times.

- The official score report must designate a composite score of 22 on the ACT Plus Writing; or a 1030 composite score (mathematics and critical reading) on the SAT.

- Score reports must arrive at ISBE in a sealed envelope from ACT or SAT.

- An official score report must also be submitted to and retained by the admitting institution.

- No score report will be accepted if it does not contain a writing subtest score.

Candidates must complete the ISBE 73-54 form or the ISBE 73-60 form. The form must be signed by National Louis University’s Licensure Officer and mailed to:

Illinois State Board of Education
Educator Certification Division
100 North First Street, S-306
Springfield, Illinois 62777-0001

If electing to use the ACT Plus Writing score in lieu of the TAP, an official ACT score report must be requested for the state using 3001 as the institution code. An additional official ACT score report must be requested for National Louis University using 1094 as the institution code.

If electing to use the SAT score in lieu of the TAP, an official SAT score report must be requested for the state at the Illinois State Board of Education address above. An additional official SAT score report must be requested for National Louis University using 1551 as the institution code.

ISBE will not return official score reports that reflect a score less than listed above. Such score reports will be scanned (if there is a corresponding ISBE form on file) and subsequently shredded. Any ACT or SAT score report that lacks a writing component will not be accepted and will be shredded as well. Students are responsible for creating and regularly logging into an ELIS account to monitor the acceptance status of their scores.

Field Experience Requirements
(Observations, Practica, Internships, Student Teaching)

NLU requires all candidates in programs that include time spent in an Illinois school to have an Illinois State Police and FBI criminal background fingerprint check, a TB test and a Certificate of Completion with the Department of Children and Family Services Mandated Reporter Training.

A candidate with “no record,” a negative TB test and a Certificate of Completion may be placed in a school. Some school districts require an additional background check prior to student teaching. NLU will not accept criminal background check reports from sources other than Accurate Biometrics.

- Criminal background checks must be completed after registering and within the first week of classes at NLU. Please use the NLU UCIA Criminal Background Check form and the FBI form that is located at the link http://www.accuratebiometrics.com/fingerprinting_FBI_Procedures_In_Person.html. Candidates cannot begin any field experience without a “passed” background check. Locations and fingerprinting times for Accurate Biometrics are posted on their website http://www.accuratebiometrics.com/fingerprinting_Region_Map.asp. Candidates are responsible for all fees and the results must be sent to the students’ email or home address.

- By the second week of classes, copies of the background check, TB test (Mantoux Method), and Certificate of Completion must be submitted to the student’s academic advisor by email or fax. Students should carry all originals when visiting schools.

- A candidate may not be placed in any school if the background check determines that he or she has been convicted of criminal behavior that, by law, automatically prohibits him or her from attaining Illinois certification. The offenses that automatically prohibit certification include first degree murder, any Class X felony, juvenile pimping, soliciting a juvenile prostitute, exploitation of a child, obscenity, child pornography, criminal sexual assault, aggravated sexual criminal assault, criminal sexual abuse,
aggravated criminal sexual abuse, some offenses set forth in the Cannabis Control Act and some crimes defined in the Illinois Controlled Substances Act.

• In the event that no district will accept a student because of his or her criminal history, NCE will assist the student in choosing an alternative course of study.

Candidates for Illinois state educational credentials must pass the applicable content test(s) before student teaching or entering an internship or residency.

Academic Centers

The McCormick Center for Early Childhood Leadership

The McCormick Center for Early Childhood Leadership focuses on professional development, program evaluation, research and public awareness to help cultivate leaders in early childhood education.

For more information, visit http://mccormickcenter.nl.edu/.

National College of Education Center for Professional Development

The National College of Education 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 Center’s courses, seminars and workshops address the most current topics in the field of education.

The Illinois State Board of Education (ISBE) requires certified teachers to engage in professional development activities during the period of their certificates’ validity in order to renew those certificates. NLU is an approved provider of these activities, offering continuing education units (CEUs) and continuing professional development units (CPDUs). The Center for Professional Development assists in the coordination of the workshops, seminars and conferences and follows the ISBE specified procedures in documentation and archival of the events.

For more information, visit http://www.nl.edu/t4/professionaldevelopment/.

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. Reading Centers are located on the North Shore campus and Lisle campus.

For more information, visit http://www.nl.edu/t4/readingcenter/.

Reading Recovery™ Program

A Reading Recovery training program is offered at NLU 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. Five of the nine Reading Recovery semester hours may be applied to a master’s degree in Reading. All nine semester hours may be applied to a CAS in Reading or Language and Literacy Education.

For more information, visit http://www.nl.edu/t4/readingrecoverycenter/.

National College of Education—Undergraduate

University General Education Requirements

All undergraduate students must complete the General Education Core Requirements (p. 65) prior to completing their degrees.

Preservice Teacher Education Undergraduate Degree Programs

Students planning to enter a teacher education certification program are initially admitted to the College of Arts and Sciences at NLU while completing coursework required for admission to National College of Education (NCE). To enter a teacher education program, students must be admitted to NCE. Candidates for teacher certification programs apply for admission to NCE prior to their senior years when they enroll in their professional education coursework.

Illinois Teacher Certification by Entitlement

The following NCE undergraduate certification programs are approved by the Illinois State Board of Education:

• Early Childhood Education (birth–age 8) (p. 98)
• Elementary Education (k–9) (p. 102)
• Special Education (birth–age 21) (p. 104)
Individual courses or course sequences not included in the programs listed above may not be assumed to be approved by the ISBE for certification purposes. NCE 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 at NLU and the courses are taken within a program approved by the ISBE. It is the student’s responsibility to ensure that he or she meets all certification and academic standards.

Successful completion of any of the certification programs enables students to apply for certification by entitlement in Illinois. The degree must be awarded prior to certification. Students should meet regularly with their advisors to make sure they meet their requirements in a timely manner.

Please note that the Early Childhood Practice, B.A. (p. 100) is a non-certification degree program.

**Early Childhood Education, B.A.**

The Early Childhood Education program is designed for those interested in teaching children in a pre-kindergarten environment through age eight. Successful completion of the program enables students in Illinois to apply for a Professional Educator License, endorsed for early childhood and self-contained general education (age 0 to grade 3).

**Special Admissions Requirements:**

Admission to the Early Childhood Education program is a two step process. Students must first be admitted to National Louis University (p. 15).

**Applicants to the Early Childhood Education program must:**

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have completed all General Education courses except LIBR 200, the Undergraduate Core and all Foundational courses
- Have a GPA of 2.5 or better on all previous coursework, with a grade of “C” or better in all courses
- Have completed 70 pre-clinical observation hours

**Program Details:**

- Requires 180 QH, including 61 QH of General Education (p. 65), for completion
- 60 QH of coursework must be completed at NLU
- Credit by examination (p. 20) is accepted for general education and elective credit
- The Professional Education Sequence and ELL courses must be taken at NLU
- A minimum grade of “C” or better in all courses in the program is required
- A minimum GPA of 2.5 is required
- Students must be admitted to NCE before taking the Professional Sequence and ELL Endorsement Courses
- Requires student teaching
- Requires practicum
- Requires observation hours

**Required Courses**

**Communications**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>LAE 101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>LAE 102</td>
<td>English Composition II</td>
</tr>
<tr>
<td>LAT 210</td>
<td>Effective Speaking</td>
</tr>
</tbody>
</table>

**Humanities**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>LAE 307</td>
<td>Literature for Children</td>
</tr>
</tbody>
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**Fine Arts**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>LAA 110</td>
<td>Introduction to Art</td>
</tr>
<tr>
<td>LAT 220</td>
<td>Introduction to Theatre</td>
</tr>
<tr>
<td>LAU 110</td>
<td>Introduction to Music</td>
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**Quantitative Reasoning**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>LAM 112</td>
<td>Math Content for Teachers I</td>
</tr>
<tr>
<td>LAM 213</td>
<td>Math Content for Teachers II</td>
</tr>
</tbody>
</table>

**Physical and Life Sciences**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>LAN 110</td>
<td>General Biology</td>
</tr>
<tr>
<td>LAN 150</td>
<td>Survey of Physical Science</td>
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</tbody>
</table>

**Social Sciences**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>LAS 120</td>
<td>Introduction to American Politics</td>
</tr>
<tr>
<td>LAS 200</td>
<td>U.S. History and Culture: 1492-1828</td>
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<tr>
<td>LAS 201</td>
<td>U.S. History and Culture: 1828-1898</td>
</tr>
<tr>
<td>LAS 203</td>
<td>U.S. History and Culture: 1898-Present</td>
</tr>
</tbody>
</table>
LAS 300  Contemporary World Cultures  
or  
LAS 302  Asian History and Culture  
or  
LAS 303  Sub-Saharan African Cultures  
or  
LAS 304  Middle and South American Cultures  

Notes: LAS 300 is preferred. Another U.S. History course may be accepted. Another non-Western social science course may be accepted.

Behavioral Science  
LAP 100  General Psychology  

Library  
LIBR 200  Digital Information Literacy  

Additional General Education Requirements  
LAM 101  Thinking Mathematically  
or  
LAM 110  College Mathematics: Application of Mathematical Ideas  

Notes: For students who achieve the required COMPASS score, the requirement for LAM 101 or LAM 110 is waived and the students may select appropriate electives with advisor approval. LAP 201 is strongly preferred.

Undergraduate Core - 16 QH  
ECE 210  History and Philosophy of Education  
ECS 300  Educational Psychology: Theory in Classroom Practice  
SPE 300  Survey of Exceptional Children and Adolescents  
TIE 300  Introduction to Technology in the Classroom  

Foundational Coursework - 12 QH  
ECE 205  Child Study I: Infant and Toddler  
ECE 215  Speech and Language Development  
ECE 220  Child, Family, and Community  

Professional Sequence - 56 QH  
CIS 480A  Methods of Teaching Social Studies  
ECE 324  Integrated Preprimary Methodology in Early Childhood Education  
ECE 337  Ethics and Professionalism in Early Childhood Education  
ECE 345  Curriculum, Differentiation, and Assessment  
ECE 350  Early Childhood Education: Pre-Primary Practicum Field Experience  
ECE 351  Early Childhood Education: Pre-Primary Practicum Seminar  
ECE 450  Early Childhood Education Primary Practicum Field Experience  
ECE 451  Early Childhood Education Primary Practicum Seminar  
ECE 470  Early Childhood Education: Student Teaching  
MHE 480A  Methods of Teaching Mathematics  
RLL 330  Foundations of Emergent Literacy  
RLL 478  Literacy Methods I: K-4  
SCE 480A  Methods of Teaching Science  

Note: Application to participate in ECE 470 must be made two quarters prior to the quarter of the student teaching experience.

ELL Endorsement Courses - 30 QH  
CIL 300  Foundations of ESL and Bilingual Education  
CIL 305  Methods and Materials for Teaching English as a Second Language  
CIL 306  Methods and Materials for Teaching Bilingual Education  
CIL 310  Assessment of ESL and Bilingual Education Students  
CIL 312  Reading in a New Language: Linguistic Considerations  
CIL 331  Cross Cultural Education  

Notes: 100 pre-clinical hours are required in ELL.

Early Childhood Education Student Teaching Enrollment Requirements  

Admission to and continuance in student teaching are contingent on the following actions.

Candidates must:  
- Be accepted into the National College of Education  
- File, by the designated deadline, the application form for student teaching  
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form  
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program  
- Pass the Early Childhood Content Test (107) before student teaching
• Complete all of their licensure courses except for ECE 470 (Student Teaching)
• Pass all methods courses at National Louis University with a grade no lower than a B
• Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
• Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

Early Childhood Practice, B.A.
The Bachelor of Arts in Early Childhood Practice (non-certification) is designed for students whose interests are in early childhood development and education, but who do not wish to be certified teachers. Students may seek or continue employment in child care centers or other settings that do not require state certification.

This program does NOT lead to an Illinois Initial Early Childhood Type 04 teaching certification. Students will not be eligible to be licensed to teach in settings that require a certified teacher.

In addition to National Louis University Undergraduate Admission Requirements (p. 15), applicants must:
• Sign and submit the “Student Acknowledgement of BA ECP Program (Non-certification) Limitations” form to the Office of Admissions

Program Details:
• Requires 180 QH, including 60 QH of General Education (p. 65), for completion
• 45 QH of coursework must be taken at NLU
• Credit by examination (p. 20) is accepted for general education and elective credit
• The Professional Courses and internship must be taken at NLU
• A minimum grade of “C” or better in Foundational and Professional courses and Internship is required
• Requires a practicum
• Requires an internship
• Candidates must complete a second major in Psychology/Human Development (p. 160) OR a minor in Psychology/Human Development (p. 176)

Required Courses
Communications
LAE 101 English Composition I
LAE 102 English Composition II
LAT 210 Effective Speaking
Humanities
One Humanities (p. 223) course
Fine Arts
LAA 110 Introduction to Art
and
LAU 110 Introduction to Music
Note: Another introductory Art or Music course of 5 QH may be accepted in place of these two courses.
Quantitative Reasoning
Two Mathematics (p. 223) courses
Note: LAM 106 is recommended.
Physical and Life Sciences
LAN 110 General Biology
LAN 150 Survey of Physical Science
Note: One course must have a lab.
Social Sciences
LAS 120 Introduction to American Politics
and
LAS 110 Introduction to Cultural Anthropology
or
LAS 300 Contemporary World Cultures
or
LAS 302 Asian History and Culture
or
LAS 303 Sub-Saharan African Cultures
or
LAS 304 Middle and South American Cultures
Note: Another nonwestern Social Science course may be accepted.
Behavioral Science
LAP 200 Psychology of Development in the Infant/Toddler Years
and
LAP 201 Psychology of Early Childhood
LAP 202  Psychology of Middle Childhood and Adolescence  
LAP 303  Introduction to Psycholinguistics  
LAP 320  Psychological Assessment of the Young Child--Part I  
LAP 321  Psychological Assessment of the Young Child--Part II  

Note: Another developmental psychology course may be accepted.  

Foundational Requirements - 50 QH  
LAE 307  Literature for Children  
and  
LAS 200  U.S. History and Culture: 1492-1828  
or  
LAS 201  U.S. History and Culture: 1828-1898  
or  
LAS 203  U.S. History and Culture: 1898-Present  
and  
ECE 202  Developmental Theory and Practice  
and  
ECE 205  Child Study I: Infant and Toddler  
and  
ECE 206  Child Study II: Preprimary  
and  
ECE 310  Child, Family and Community  
and  
ECE 320  Speech and Language Development  
and  
ECE 405  Preprimary Methods: Language Arts/Art/Music/Movement  
and  
ECE 406  Preprimary Methods: Social Studies/Science/Math  
and  
ECE 460  Early Childhood Practicum  
and  
SPE 300  Survey of Exceptional Children and Adolescents  
and  
LAP 200  Psychology of Development in the Infant/Toddler Years  

or  
LAP 201  Psychology of Early Childhood  
LAP 320  Psychological Assessment of the Young Child--Part I  
with  
LAP 321  Psychological Assessment of the Young Child--Part II  

Notes: Application to participate in field experiences (ECE 460) must be made two quarters prior to the quarter of the field experience. ECE 320 must be taken at NLU. Another U.S. History course may be accepted. Another Developmental Psychology course may be accepted.  

Professional Courses - 31 QH  
Choose 31 QH from the courses below:  
ECE 301  Understanding Infants and Toddlers  
ECE 302  Essentials of Infant-Toddler Care  
ECE 321  Curriculum and Teaching in the Infant and Toddler Classroom  
ECE 322  Developing Early Childhood Programs  
ECE 326  Administration of Early Childhood Programs  
ECE 330  Instructional Technology  
ECE 335  Best Business Practices in Family Child Care  
ECE 336  Best Practices in Early Childhood Education for Infants and Toddlers and Families  
ECE 337  Ethics and Professionalism in Early Childhood Education  
ECE 340  Classroom Management in Early Childhood Education  

Internship - 7 QH  
ECE 492  Internship: Child Care Center and Preschool Practice  
ECE 493  Internship: Infant and Toddler Care and Development  

Note: Application to participate in field experiences must be made two quarters prior to the quarter of the field experience.  

Psychology/Human Development Minor - 30 QH  
See Psychology/Human Development Minor (p. 176) for details  

Psychology/Human Development Major - 45 QH  
See Psychology/Human Development Major (p. 160) for details  

Electives
Choose elective courses to meet the minimum degree requirement of 180 QH.

**Elementary Education, B.A. (Type 03 Certification)**

The Elementary Education program is for future teachers who wish to teach grades K–9. Successful completion of the program enables students to apply for certification by entitlement in Illinois for the Type 03 certification and, with completion of additional requirements, the courses may be used toward a Middle Level endorsement.

**Special Admissions Requirements:**

Admission to the Elementary Education program is a two step process. Students must first be admitted to National Louis University (p. 15).

**Applicants to the Elementary Education program must:**

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have completed all General Education and Foundational courses (except LIBR 200, Developmental Psychology and Science elective, which may be completed after admission). Students who receive a “D” or “F” in a Foundational course must petition the Academic Policies Committee if they wish to receive permission to retake the course. Foundational courses may not be repeated without the permission of the council.
- Have a GPA of 2.5 or better at National Louis University, with a grade of “C” or better in each course required for the degree
- Have completed 45 pre-clinical observation hours
- Submit applications requesting Practicum II and Practicum III placements

**Program Details:**

- Requires 180 QH, including 60 QH of General Education (p. 65), for completion
- 60 QH of coursework must be completed at NLU
- Credit by examination (p. 20) is accepted for general education and elective credit
- The Professional Education Sequence must be taken at NLU
- A minimum grade of “C” in all courses in the program is required
- Faculty reviews each student during his or her Professional Sequence to determine continued eligibility in the Elementary Education program
- Completion of a minimum of 100 clock hours of preclinical experience (practicum) is required prior to student teaching
- Requires student teaching
- Requires practicum
- Requires observations
- Candidates must complete a second major or minor, listed below
- Coursework completed as part of the second major or minor can, with other requirements, be applied toward a Middle Level Endorsement in that subject. For more details, visit Certifications and Endorsements at NLU.

**Second Major options:**

- Art (p. 161)
- Biology (p. 161)
- English (p. 162)
- Mathematics (p. 162)
- Psychology (p. 163)
- Psychology/Human Development (p. 164)
- Science (p. 165)

**Minor options:**

- Anthropology (p. 177)
- Art (p. 178)
- English (p. 178)
- Mathematics (p. 178)
- Psychology (p. 179)
- Psychology/Human Development (p. 180)
- Science (p. 181)
- Sociology (p. 181)
- Sociology/Anthropology (p. 182)

**Required Courses**

**Communications**

LAE 101 English Composition I
LAE 102 English Composition II
LAT 210 Effective Speaking

**Humanities**

LAE 307 Literature for Children
Fine Arts
Choose two of the courses below:
LAA 110    Introduction to Art
LAU 110    Introduction to Music
LAT 220    Introduction to Theatre
Note: Other introductory art, music or drama courses in two of the three content areas may be accepted.
Quantitative Reasoning
LAM 112    Math Content for Teachers I
LAM 213    Math Content for Teachers II
Physical and Life Sciences
LAN 110    General Biology
LAN 150    Survey of Physical Science
Note: One course must have a lab.
Social Sciences
LAS 120    Introduction to American Politics
or
LAS 200    U.S. History and Culture: 1492-1828
or
LAS 201    U.S. History and Culture: 1828-1898
or
LAS 203    U.S. History and Culture: 1898-Present
and
LAS 300    Contemporary World Cultures
or
LAS 110    Introduction to Cultural Anthropology
or
LAS 302    Asian History and Culture
or
LAS 303    Sub-Saharan African Cultures
or
LAS 304    Middle and South American Cultures
Notes: Another U.S. History course may be accepted. LAS 300 is preferred. Another non-western social science course may be accepted.
Behavioral Science
LAP 100    General Psychology
Library
LIBR 200    Digital Information Literacy
Additional General Education Requirements - 10 QH
LAN 300    Ecology and Conservation
Electives - 17 QH
Choose 17 QH of elective courses
Note: MLE 300 and MLE 302 are recommended.

**Elementary Education Student Teaching Enrollment Requirements**

Admission to and continuance in student teaching are contingent on the following actions.

Candidates must:

- Be accepted into the National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Pass the Elementary/Middle Grades Content Test (110) before student teaching
- Complete all of their certification courses except for ELE 470 (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by certification coursework and departmental assessments

**Special Education, B.A. (Type 10 Certification)**

The Special Education program is for future teachers who wish to teach special education students from the ages of birth to 21. Successful completion of the program enables students to apply for certification by entitlement in Illinois for the Type 10 Special Education certification.

**Special Admissions Requirements:**

Admission to the Special Education program is a two step process. Students must first be admitted to National Louis University (p. 15).

**Applicants to the Special Education program must:**

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have completed all General Education courses and Foundational courses (except LIBR 200)
- Have completed all General Education and Foundational courses (except LIBR 200, which may be completed after admission) Students who receive a “D” or “F” in a Foundational course must petition the Academic Policies Committee if they to receive permission to retake the course. Foundational courses may not be repeated without the permission of the council.
- Have a GPA of 2.5 or better at National Louis University, with a grade of “C” or better in each course required for the degree
- Submit an application requesting Practicum III placement

**Program Details:**

- Requires 180 QH, including 61 QH of General Education (p. 65), for completion
- 63 QH of coursework must be completed at NLU
- Credit by examination (p. 20) is accepted for general education and elective credit
- The Professional Education Sequence must be taken at NLU
- A grade of “C” or better in all courses in the program is required
- Completion of a minimum of 100 clock hours of preclinical experience (practica) is required prior to student teaching
- Requires student teaching

**Required Courses**

**Communications**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>LAE 101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>LAE 102</td>
<td>English Composition II</td>
</tr>
<tr>
<td>LAT 210</td>
<td>Effective Speaking</td>
</tr>
</tbody>
</table>

**Humanities**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAE 307</td>
<td>Literature for Children</td>
</tr>
</tbody>
</table>

**Fine Arts**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA 110</td>
<td>Introduction to Art</td>
</tr>
<tr>
<td>LAU 110</td>
<td>Introduction to Music</td>
</tr>
<tr>
<td>LAT 220</td>
<td>Introduction to Theatre</td>
</tr>
</tbody>
</table>
Note: Other introductory art, music or drama courses in two of the three content areas may be accepted.

Quantitative Reasoning
LAM 112 Math Content for Teachers I
LAM 213 Math Content for Teachers II

Physical and Life Sciences
LAN 110 General Biology
LAN 150 Survey of Physical Science

Note: One course must have a lab.

Social Sciences
LAS 120 Introduction to American Politics
or
LAS 200 U.S. History and Culture: 1492-1828
or
LAS 201 U.S. History and Culture: 1828-1898
or
LAS 203 U.S. History and Culture: 1898-Present
and
LAS 300 Contemporary World Cultures
or
LAS 110 Introduction to Cultural Anthropology
or
LAS 302 Asian History and Culture
or
LAS 303 Sub-Saharan African Cultures
or
LAS 304 Middle and South American Cultures

Notes: Another U.S. History course may be accepted. LAS 300 is preferred. Another non-western social science course may be accepted.

Behavioral Science
LAP 100 General Psychology

Library
LIBR 200 Digital Information Literacy

Additional General Education Requirements - 10QH
LAN 300 Ecology and Conservation
or
LAN 303 Botany
or
LAN 304 Human Physiology
or
LAN 306 Microbes--Global Perspectives

LAM 325 Human Genetics
or
LAN 422 Biological Evolution
and
LAM 101 Thinking Mathematically
or
LAM 110 College Mathematics: Application of Mathematical Ideas

Notes: For students who achieve the required COMPASS score, the requirement for LAM 101 or LAM 110 is waived and the students may select appropriate electives with advisor approval. Other science courses may be accepted in lieu of the science courses above.

Undergraduate Core - 14 QH
SPE 210 History and Philosophy of Education
EPS 301 Educational Psychology for Teachers
SPE 300 Survey of Exceptional Children and Adolescents
TIE 300 Introduction to Technology in the Classroom

Professional Sequence - 63 QH
SPE 305 Practicum I: Inclusive Education and the Role of the Special Education Teacher
SPE 310 Foundations of Special and Inclusive Education
SPE 315 Assessment in Special Education
SPE 320 Methods for Social Emotional Support
SPE 325 Language Development: The Role of Language in Learning
SPE 330 Assistive and Instructional Technology
SPE 335 Mathematics and Inclusive Education
SPE 400 Collaboration and School-Family Partnerships
SPE 405 Practicum II: Advanced Practicum in Inclusive Education
SPE 410 Literacy in Inclusive Education I
SPE 411 Literacy in Inclusive Education II
SPE 415 Instructional Planning and Instruction for Inclusive Education I
SPE 416 Instructional Planning and Instruction for Inclusive Education II
SPE 470 Practicum III: Student Teaching

Electives - 32 QH
Choose elective courses to total 180 QH with advisor approval
Special Education Student Teaching Enrollment Requirements

Admission to and continuance in student teaching are contingent on the following actions.

Candidates must:

- Be accepted into the National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Pass the LBSI (155) and Special Education General Curriculum (163) Content Tests prior to student teaching
- Complete all of their certification courses except for SPE 470 (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by certification coursework and departmental assessments

National College of Education—Graduate

Admission Policies

Graduate credits toward a degree or toward certification offered by the University are earned only after formal admission to graduate study.

Students must apply for formal acceptance into a degree or certificate program. Applications remain active for one calendar year. Applications that are not complete after one year will be inactivated and an admission decision will not be made. Further registration will be prevented until the application is reactivated.

A maximum of nine semester hours (SH) of NCE credit taken as a non-degree seeking or admissions pending student prior to formal admission may apply toward a degree or certificate of advanced study. Students who fail to complete the admission process before the end of their first term will not be permitted to register for the next term. Only admitted students are eligible for federal financial aid and for graduate degrees.

In addition to the NLU Graduate Admission Requirements (p. 16), applicants must submit all of the following to the Office of Admissions prior to consideration for admission to any NCE graduate program:

- Official transcripts from all institutions attended for applicants to certification programs; official transcripts from institutions in which a final degree was earned (showing the final degree) for applicants to NCE degree programs that do not lead to certification
- A list of three references to include supervisors, employers, professors or others who have known the applicant in a professional or academic capacity. This requirement is waived for applicants with a GPA of 3.0 or higher. Some programs require letters of recommendation. See admission requirements for individual programs. To be admitted, applicants must hold a baccalaureate degree from a regionally accredited institution and show evidence in undergraduate work of the ability to pursue graduate study, demonstrated by a grade point average of 3.0 or better on a 4.0 scale during the applicant’s junior and senior years. Applicants with graduate degrees from regionally accredited institutions will have only the GPA from that advanced degree count toward admission. To be eligible to enter an NCE graduate program with full admission status, applicants must have a minimum GPA of 3.0. Students with graduate GPAs below a 3.0 may be accepted with a 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. Interviews prior to admission may be required at the discretion of the program director.

Please see the Degree Types section (p. 107) and specific programs for additional admission requirements.

Status of Admitted Students

Full Admission
Students who meet all admission criteria are granted full admission status. If the grade point average of a fully 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 nine semester hours, whichever comes first, taken at NLU to raise his or her grade point average to 3.0. These courses may not be workshops, independent studies, transfer credits or internships/practicum, except when taken by veterans receiving benefits.

Admitted with Four-Course Review Status
Students who do not meet admission criteria, but show potential for successful graduate work, may be admitted with four-course review status. Applicants to Certificate of Advanced Study or Educational Specialist degree programs are not eligible for four-course review admission status. For Elementary Education and Secondary Education, GPAs below 2.5 will not be accepted for four-course review admission status.

A student admitted with four-course review status must maintain a 3.0 in either the first four graded courses or nine semester hours taken after admission, whichever comes first. These courses must be part of the degree requirements. These courses may not be professional development courses, workshops, transfer credits, independent studies, or internships/practicum, except when taken by veterans receiving benefits.

If the student has a minimum 3.0 GPA by the end of the review period, he or she will gain good academic standing. If the student’s GPA falls below 3.0 at the end of the review period, he or she will be dropped from the graduate school. Students admitted with four-course review status may not register for courses until they have met with an academic advisor.

Degree Types

Master of Arts in Teaching (M.A.T.)
The M.A.T. degree is designed for students with bachelor’s degrees in fields other than education. It emphasizes entrance requirements to the teaching profession and provides basic certification by entitlement in early childhood education, elementary education, secondary education or special education in the State of Illinois.

A maximum of six semester hours of graduate credit toward a master’s degree may be transferred from another institution.

Master of Education (M.Ed.)
The M.Ed. degree is designed for certified professional teachers seeking advanced preparation for higher levels of professional competence in the classroom. The degree may also be available to other professionals in accordance with program-specific admission criteria.

A maximum of six semester hours of graduate credit toward a master’s degree may be transferred from another institution.

Master of Science in Education (M.S.Ed.)
The M.S.Ed. degree is designed for qualified certified candidates seeking preparation for leadership positions in education. The degree is also available to other professionals in accordance with program-specific admission criteria. The M.S.Ed. degree program is designed to enable students to pursue continued study at the post-master’s level.

M.S.Ed. students may meet the residency requirement of their program in any one of the following ways:

- One term of full-time study (eight semester hours) on campus
- Ten semester hours taken on campus in two consecutive terms
- Ten semester hours taken on campus in two consecutive summers

A maximum of six semester hours of graduate credit toward a master’s degree may be transferred from another institution.

Certificate of Advanced Study (C.A.S.)
The C.A.S. is designed for those engaging in continued graduate study to add a new career dimension to his or her current professional competencies. Applicants for the C.A.S. must have a master’s degree from a regionally accredited institution and, if required by the program, a valid teaching certificate.

A maximum of one-third of post-master’s coursework may be transferred into the required semester hours. This must be graduate work for which a degree was not awarded.

Educational Specialist (Ed.S.)
The Ed.S. degree is a post-master, pre-doctoral degree designed to meet the needs of school leaders who have completed their master’s level work and need advanced specialization in the areas of their master’s concentration.

In addition to the general NCE graduate admissions requirements, all applicants for the Ed.S. must:

- Have a master’s degree from a regionally accredited institution
• Submit four letters of recommendation
• Sit for an interview

Individual programs may require additional materials.

Students in an Ed.S. program are required to take 15 semester hours in no more than five consecutive academic quarters.

Six semester hours of transfer, workshop and professional development credit may be applied to the Ed.S. degree if approved by the student’s advisor. Students who transfer six semester hours of graduate credit from another accredited institution may not apply professional development credit.

Financial Assistance

Graduate assistant jobs are available for eligible students on the Chicago-area campuses.

Academic support graduate assistantship responsibilities may be administrative, scholarly or research-related. Academic support graduate assistants may assist faculty members with research activities related to grants, teaching assignments or program development.

Administrative/operational graduate assistantship responsibilities are administrative, technical or student service in nature. Duties may not be predominately clerical in nature. Administrative assistant graduate assistants will help with the administrative duties of a department, have independent responsibility for the delivery of student services (library, CAD, computer labs), have operational level responsibilities for project administration or perform duties that require professional skills or abilities.

Interested students must have completed a Free Application for Federal Student Aid (FAFSA) form, www.fafsa.ed.gov, to determine eligibility. Visit the Office of Student Finance for details.

Academic Policies

Academic Policies Committee

A student has the right to appeal to the Academic Policies Committee for an exception to stated policy and to appeal decisions on matters pertaining to admission and retention. The decision to deny admission cannot be appealed.

Transfer between Graduate Programs

Please see Enrollment and Registration Policies (p. 27) for more information.

Hours Prior to Admission

A maximum of nine semester hours of NCE credit taken prior to formal admission may apply toward a degree or certificate. Acceptance of more than nine semester hours must be obtained through petition to the Academic Policies Committee and the director of the program.

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 Student Adjustment Form and become part of the student’s official plan of study.

Core Course Waiver

Students who have taken graduate work at other institutions may have taken courses equivalent to required NCE core courses. Students must petition the Academic Policies Committee and present an official transcript and a course or catalog description for a waiver for a specific core course. If the course cannot be transferred, the student must substitute an approved course in the program to replace the waived course. If the petition is approved by the Academic Policies Committee, the core course waiver request is completed by the advisor on a Student Adjustment Form.

Course Load Limitations

Students pursue graduate studies on either a full- or part-time basis. Full-time students take between six and 10 semester hours of graduate study in a regular term. Those seeking to take more than 10 semester hours in a term must receive prior approval from the NCE Dean’s Office pending recommendation of the student’s advisor.

Transfer of Credit

In addition to the university-wide requirements (p. 19), the following criteria apply to graduate transfer credit in the National College of Education:

• Transferred credits are included in the number of maximum credits allowed for off-campus work
• Transferred credit may not be substituted for core courses
• Courses can be transferred at any time after admission until finalization of the degree
For graduate degrees, there is a six-year limit between the first course and the last course used for the degree, including any transfer credit. (Graduate degrees include the Master of Arts in Teaching (M.A.T.), Master of Education (M.Ed.), Master of Science in Education (M.S.Ed.), Certificate of Advanced Study (C.A.S.) and Educational Specialist (Ed.S.).

Transfer credit is limited to six semester hours of graduate credit for those pursuing the M.S.Ed., M.Ed., or M.A.T degrees.

Those who are pursuing an Ed.S. degree may transfer a maximum of six semester hours of post-master's degree coursework.

Up to a third of the C.A.S. degree candidate’s required hours can be post-master's degree transfer credit.

Doctoral students (Ed.D.) can bring up to 12 hours of post-master’s degree courses taken before admission into the program, including courses taken at NLU.

Students must work with their academic advisor to petition the Academic Policies Committee for approval of transfer credit beyond the number of hours allowed by their program.

Course by Arrangement/Independent Study

With the approval of his or her 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.

Special Workshops

A maximum of six hours of workshops will be allowed in fulfilling degree requirements. Workshop credit will not be accepted for certification.

Time Limitation for Fulfilling Degree Requirements

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 a time extension must be made through the Academic Policies Committee.

Administration and Supervision Programs

The National College of Education offers two degrees in the area of administration and supervision—Administration and Supervision, M.Ed. and Administration and Supervision, Ed.S.

Both degrees are designed to prepare experienced teachers for educational administration and supervision. Each degree is offered as both a certification and non-certification program, depending on the candidate’s needs and location.

Certification Track:

Applicants in Illinois or Wisconsin who do not have a master's degree and are seeking state certification should select the Administration and Supervision, M.Ed. (certification track, Illinois and Wisconsin) (p. 109).

Applicants in Florida who do not have a master’s degree and are seeking transcript endorsement should select the Administration and Supervision, M.Ed. (certification track, Florida) (p. 110).

Applicants in Illinois or Wisconsin who have a master’s degree and are seeking state certification should select the Administration and Supervision, Ed.S. (certification track, Illinois and Wisconsin) (p. 112).

Applicants in Florida who have a master’s degree and are seeking transcript endorsement should select the Administration and Supervision, Ed.S. (certification track, Florida) (p. 112).

General Education Leadership Track (non-certification):

Applicants who do not have a master's degree and are not seeking state certification should select the Administration and Supervision, M.Ed. (General Education Leadership) (p. 111).

Applicants who have a master’s degree and are not seeking state certification should select the Administration and Supervision, Ed.S. (General Education Leadership) (p. 113).

Administration and Supervision, M.Ed. (Certification Track, Florida)

This program is designed to prepare fully certified and experienced teachers for educational administration and supervision.

In Florida, graduates of the program may receive a transcript endorsement indicating the completion of a state approved program in Educational Leadership. Candidates must also meet Florida Department of Education requirements for documentation of ESOL training or coursework and passing scores on the three subtests of the Florida Educational Leadership Examination. For more details, visit the Florida Department of Education.
In addition to National College of Education Graduate Admission Requirements (p. 106), this program requires:

- A copy of the applicant’s valid and current teaching certificate
- Two years of teaching experience
- Official scores from the Miller Analogies Test or GRE
- A letter of recommendation
- Faculty review
- A written statement of leadership experience and aspirations: Briefly describe your most significant experience as a leader (formally or informally) and elaborate on how this experience inspired you to pursue a degree in leadership.
- A written statement of social justice, diversity and equity: Briefly describe a social issue about which you feel deeply committed or passionate. How have you been actively involved with this issue?
- A written statement of instruction: Briefly describe a significant instructional learning experience you have had in the past year. What date or information drove that learning experience? How did you change? What impact did that change have on students?

Program Details:

- Requires 34 SH for completion
- Requires an internship

Required Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Notes</th>
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<tbody>
<tr>
<td>EDL 520</td>
<td>Leading Diverse Schools</td>
<td>Leadership Competency Demonstrations</td>
</tr>
<tr>
<td>EDL 521</td>
<td>Building School Community Leadership</td>
<td>Internship Seminar I: Organizing Leadership Competency Demonstrations</td>
</tr>
<tr>
<td>EDL 522</td>
<td>Leading Student-Centered Schools</td>
<td>Internship Seminar II: Resume Building and Professional Writing for Educational Leaders</td>
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<tr>
<td>EDL 523</td>
<td>Navigating School and Special Education Law</td>
<td>Internship Seminar III: Demonstrating School Leadership Competence</td>
</tr>
<tr>
<td>EDL 524</td>
<td>Negotiating and Resolving Conflicts in Education Communities</td>
<td>Educational Leadership Project</td>
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<tr>
<td>EDL 525</td>
<td>Decision-Making for Educational Systems and Organizations</td>
<td>Administration and Supervision Internship</td>
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<tr>
<td>EDL 526</td>
<td>Realizing Vision through Technical, Human, and Financial Resources</td>
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<td>EDL 527</td>
<td>Guaranteeing a Differentiated and Coherent Curriculum</td>
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<td>EDL 528</td>
<td>Maintaining Accountability with Data Use and Program Evaluation</td>
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<td>EDL 529</td>
<td>Improving Instruction through Teacher Evaluation and Professional Development</td>
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<tr>
<td>EDL 570</td>
<td>Internship Seminar I: Organizing Leadership Competency Demonstrations</td>
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<td>EDL 571</td>
<td>Internship Seminar II: Resume Building and Professional Writing for Educational Leaders</td>
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<tr>
<td>EDL 572</td>
<td>Internship Seminar III: Demonstrating School Leadership Competence</td>
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<tr>
<td>EDL 573</td>
<td>Educational Leadership Project</td>
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</tr>
<tr>
<td>EDL 598</td>
<td>Administration and Supervision Internship</td>
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</tbody>
</table>

Administration and Supervision, M.Ed. (Certification Track, Illinois and Wisconsin)

This program is designed to prepare fully certified and experienced teachers for educational administration and supervision.

In Illinois, this sequence of courses qualifies the candidate to earn the credential necessary to become a principal. For more details visit the Illinois State Board of Education.

In Wisconsin, this sequence of courses qualifies the candidate 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 (SPE 561 Supervision of Programs for Exceptional Children and Adolescents) the student also qualifies for the endorsement of the Type 80 license (Director of Pupil Services/Special Education). For more details, visit the Wisconsin Department of Public Instruction.

In addition to National College of Education Graduate Admission Requirements (p. 106), this program requires:

- A copy of the applicant’s valid and current Illinois teaching certificate
- A passing score on the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Official scores from the Miller Analogies Test or GRE
- Four years of teaching experience in a public or nonpublic school recognized by ISBE prior to certification
- A faculty interview
- An on-site written response to a scenario
- A portfolio
- A letter of recommendation
Program Details:
• Requires 34 SH for completion
• Requires an internship
• Candidates must pass General Administrative Content Test (#186) prior to the end of the internship

Required Courses
EDL 520  Leading Diverse Schools
EDL 521  Building School Community Leadership
EDL 522  Leading Student-Centered Schools
EDL 523  Navigating School and Special Education Law
EDL 524  Negotiating and Resolving Conflicts in Education Communities
EDL 525  Decision-Making for Educational Systems and Organizations
EDL 526  Realizing Vision through Technical, Human, and Financial Resources
EDL 527  Guaranteeing a Differentiated and Coherent Curriculum
EDL 528  Maintaining Accountability with Data Use and Program Evaluation
EDL 529  Improving Instruction through Teacher Evaluation and Professional Development
EDL 570  Internship Seminar I: Organizing Leadership Competency Demonstrations
EDL 571  Internship Seminar II: Resume Building and Professional Writing for Educational Leaders
EDL 572  Internship Seminar III: Demonstrating School Leadership Competence
EDL 573  Educational Leadership Project
EDL 598  Administration and Supervision Internship

Recommended Electives
• Faculty review
• A written statement of leadership experience and aspirations: Briefly describe your most significant experience as a leader (formally or informally) and elaborate on how this experience inspired you to pursue a degree in leadership.
• A written statement of social justice, diversity and equity: Briefly describe a social issue about which you feel deeply committed or passionate. How have you been actively involved with this issue?
• A written statement of instruction: Briefly describe a significant instructional learning experience you have had in the past year. What date or information drove that learning experience? How did you change? What impact did that change have on students?

Program Details:
• Requires 34 SH for completion

Required Courses
Program Core
EDL 520  Leading Diverse Schools
EDL 521  Building School Community Leadership
EDL 522  Leading Student-Centered Schools
EDL 523  Navigating School and Special Education Law
EDL 524  Negotiating and Resolving Conflicts in Education Communities
EDL 525  Decision-Making for Educational Systems and Organizations
EDL 526  Realizing Vision through Technical, Human, and Financial Resources
EDL 527  Guaranteeing a Differentiated and Coherent Curriculum
EDL 528  Maintaining Accountability with Data Use and Program Evaluation
EDL 529  Improving Instruction through Teacher Evaluation and Professional Development
EDL 570  Internship Seminar I: Organizing Leadership Competency Demonstrations
EDL 571  Internship Seminar II: Resume Building and Professional Writing for Educational Leaders
EDL 572  Internship Seminar III: Demonstrating School Leadership Competence
EDL 573  Educational Leadership Project
EDL 598  Administration and Supervision Internship

Administration and Supervision, M.Ed.
(General Education Leadership)
This program is designed to prepare experienced teachers for educational administration and supervision. Please note that this program does not lead to certification.

In addition to National College of Education Graduate Admission Requirements (p. 106), this program requires:
• Official scores from the Miller Analogies Test or GRE
EDL 510  Leadership and Organizational Development of Schools
EDL 512  Communication and Technological Skills for School Leaders

Note: Other courses may be accepted with approval of the Educational Leadership faculty.

Administration and Supervision, Ed.S. (Certification Track, Florida)

This program is designed to prepare fully certified and experienced teachers for educational administration and supervision.

In Florida, graduates of the program may receive a transcript endorsement indicating the completion of a state approved program in Educational Leadership. Candidates must also meet Florida Department of Education requirements for documentation of ESOL training or coursework and passing scores on the three subtests of the Florida Educational Leadership Examination. For more details, visit the Florida Department of Education.

In addition to National College of Education Graduate Admission Requirements (p. 106), this program requires:

- A copy of the applicant’s valid and current teaching certificate
- Two years of teaching experience
- A letter of recommendation
- Faculty review
- A written statement of leadership experience and aspirations: Briefly describe your most significant experience as a leader (formally or informally) and elaborate on how this experience inspired you to pursue a degree in leadership.
- A written statement of social justice, diversity and equity: Briefly describe a social issue about which you feel deeply committed or passionate. How have you been actively involved with this issue?
- A written statement of instruction: Briefly describe a significant instructional learning experience you have had in the past year. What date or information drove that learning experience? How did you change? What impact did that change have on students?

Program Details:

- Requires 30 SH for completion
- Requires an internship

Required Courses

EDL 520  Leading Diverse Schools
EDL 521  Building School Community Leadership
EDL 522  Leading Student-Centered Schools
EDL 523  Navigating School and Special Education Law
EDL 524  Negotiating and Resolving Conflicts in Education Communities
EDL 525  Decision-Making for Educational Systems and Organizations
EDL 526  Realizing Vision through Technical, Human, and Financial Resources
EDL 527  Guaranteeing a Differentiated and Coherent Curriculum
EDL 528  Maintaining Accountability with Data Use and Program Evaluation
EDL 529  Improving Instruction through Teacher Evaluation and Professional Development
EDL 570  Internship Seminar I: Organizing Leadership Competency Demonstrations
EDL 571  Internship Seminar II: Resume Building and Professional Writing for Educational Leaders
EDL 572  Internship Seminar III: Demonstrating School Leadership Competence
EDL 598  Administration and Supervision Internship

Administration and Supervision, Ed.S. (Certification Track, Illinois and Wisconsin)

This program is designed to prepare fully certified and experienced teachers for educational administration and supervision.

In Illinois, this sequence of courses qualifies the candidate to earn the credential necessary to become a principal. For more details visit the Illinois State Board of Education.

In Wisconsin, this sequence of courses qualifies the candidate 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 (SPE 561 Supervision of Programs for Exceptional Children and Adolescents) the student also qualifies for the endorsement of the Type 80 license (Director of Pupil Services/Special Education). For more details, visit the Wisconsin Department of Public Instruction.
In addition to National College of Education Graduate Admission Requirements (p. 106), this program requires:

- A copy of the applicant’s valid and current Illinois teaching certificate
- A passing score on the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Four years of teaching experience in a public or nonpublic school recognized by ISBE prior to certification
- A faculty interview
- An on-site written response to a scenario
- A portfolio
- A letter of recommendation

Program Details:
- Requires 30 SH for completion
- Requires an internship
- Candidates must pass General Administrative Content Test (#186) before the end of the internship

Required Courses

EDL 520 Leading Diverse Schools
EDL 521 Building School Community Leadership
EDL 522 Leading Student-Centered Schools
EDL 523 Navigating School and Special Education Law
EDL 524 Negotiating and Resolving Conflicts in Education Communities
EDL 525 Decision-Making for Educational Systems and Organizations
EDL 526 Realizing Vision through Technical, Human, and Financial Resources
EDL 527 Guaranteeing a Differentiated and Coherent Curriculum
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EDL 570 Internship Seminar I: Organizing Leadership Competency Demonstrations
EDL 571 Internship Seminar II: Resume Building and Professional Writing for Educational Leaders
EDL 572 Internship Seminar III: Demonstrating School Leadership

Administration and Supervision, Ed.S. (General Education Leadership)

This program is designed to prepare experienced teachers for educational administration and supervision. Please note that this program does not lead to certification.

In addition to National College of Education Graduate Admission Requirements (p. 106), this program requires:

- Faculty review
- A written statement of leadership experience and aspirations: Briefly describe your most significant experience as a leader (formally or informally) and elaborate on how this experience inspired you to pursue a degree in leadership.
- A written statement of social justice, diversity and equity: Briefly describe a social issue about which you feel deeply committed or passionate. How have you been actively involved with this issue?
- A written statement of instruction: Briefly describe a significant instructional learning experience you have had in the past year. What date or information drove that learning experience? How did you change? What impact did that change have on students?

Program Details:
- Requires 30 SH for completion

Required Courses

Program Core

EDL 520 Leading Diverse Schools
EDL 521 Building School Community Leadership
EDL 522 Leading Student-Centered Schools
EDL 523 Navigating School and Special Education Law
EDL 524 Negotiating and Resolving Conflicts in Education Communities
EDL 525 Decision-Making for Educational Systems and Organizations
EDL 526 Realizing Vision through Technical, Human, and Financial Resources
EDL 527 Guaranteeing a Differentiated and Coherent Curriculum
EDL 528 Maintaining Accountability with Data Use and Program Evaluation
Use and Program Evaluation

EDL 529  Improving Instruction through Teacher Evaluation and Professional Development

EDL 570  Internship Seminar I: Organizing Leadership Competency Demonstrations

EDL 571  Internship Seminar II: Resume Building and Professional Writing for Educational Leaders

EDL 572  Internship Seminar III: Demonstrating School Leadership Competence

Recommended Electives

EDL 510  Leadership and Organizational Development of Schools

EDL 512  Communication and Technological Skills for School Leaders

Note: Other courses may be accepted with approval of the Educational Leadership faculty.

Curriculum and Instruction Programs

The graduate program in Curriculum and Instruction offers concentrations to support teachers and preK–12 education professionals to design, implement and evaluate the processes of curriculum and instruction.

National College of Education offers a Curriculum and Instruction, M.Ed. (p. 114) and a Curriculum and Instruction, C.A.S. (p. 114)

Those who already have a master’s degree should apply to the Curriculum and Instruction, C.A.S. (p. 114), while those without a master’s degree should apply to the Curriculum and Instruction, M.Ed. (p. 114)

Within each of these programs, applicants will choose a concentration in one of the below areas, some of which may lead to certification or endorsement:

- Bilingual Education
- English as a Second Language
- ESL/Bilingual Education
- Health Education
- Personalized Option
- Science Education
- Social Studies
- Teaching for Conceptual Integration

Curriculum and Instruction, M.Ed.

This program offers concentrations to support teachers and preK–12 educational professionals to design, implement and evaluate the processes of curriculum and instruction.

In addition to the National College of Education Graduate Admission Requirements (p. 106), applicants must:

- Submit official scores for the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)
- Be certified teachers. Non-certified teachers may be considered.

Program Details:

- Requires 32 SH for completion
- Requires the completion of one concentration from the list below

Concentrations:

- Bilingual Education (p. 189)
- English as a Second Language (p. 190)
- ESL/Bilingual Education (p. 191)
- Health Education (p. 192)
- Personalized Option (p. 192)
- Science Education (p. 193)
- Social Studies (p. 193)
- Teaching for Conceptual Integration (p. 194)

Required Courses

M.Ed. Core - 5 SH
ESR 505  Educational Inquiry and Assessment
EPS 541  Cognition and Instruction

Curriculum and Instruction Core - 9 SH
CIC 503  Curriculum Design and Evaluation
CIC 504  Instructional Decision Making
CIC 592  Seminar: Educational Inquiries

Curriculum and Instruction, Certificate of Advanced Study

This program offers concentrations to support teachers and preK–12 educational professionals to design, implement and evaluate the processes of curriculum and instruction.
In addition to the National College of Education Graduate Admission Requirements (p. 106), applicants must:

- Be certified teachers. Non-certified applicants may be considered.

Program Details:

- Requires 30 SH for completion
- Requires the completion of one concentration from the list below

Concentrations:

- Bilingual Education (p. 189)
- English as a Second Language (p. 189)
- ESL/Bilingual Education (p. 190)
- Health Education (p. 191)
- Personalized Option (p. 192)
- Science Education (p. 192)
- Social Studies (p. 193)
- Teaching for Conceptual Integration (p. 193)

Required Courses

Program Core - 9 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CIC 503</td>
<td>Curriculum Design and Evaluation</td>
</tr>
<tr>
<td>CIC 504</td>
<td>Instructional Decision Making</td>
</tr>
<tr>
<td>CIC 592</td>
<td>Seminar: Educational Inquiries</td>
</tr>
</tbody>
</table>

Early Childhood Education, M.A.T. (Type 04 Certification)

This program is designed for those who do not have a teaching certificate. It provides candidates with a comprehensive background for working with younger children in a variety of settings. Completion of this degree program leads to certification by entitlement, Type 04 Early Childhood Education, birth–age eight.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have a minimum GPA of 3.0 in the last 60 hours of coursework

Program Details:

- Requires 37 SH for completion
- Requires student teaching

Required Courses

MAT Early Childhood Education Core - 9 SH

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EPS 500A</td>
<td>Contemporary Survey of Child Development with a Focus on Early Childhood</td>
</tr>
<tr>
<td>ESR 514</td>
<td>Research in Action: Becoming Practitioner Researchers</td>
</tr>
<tr>
<td>FND 503</td>
<td>Historical and Philosophical Foundations of Early Childhood Education</td>
</tr>
</tbody>
</table>

Program Requirements - 28 SH

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<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ECE 501</td>
<td>Early Childhood Instructional Methods/Primary/Language Arts and Social Studies</td>
</tr>
<tr>
<td>ECE 502</td>
<td>Early Childhood Infant/Toddler Experiences</td>
</tr>
<tr>
<td>ECE 505</td>
<td>Early Childhood Instructional Methods/Preprimary/Language Arts/Literature/Art/Music/Movement</td>
</tr>
<tr>
<td>ECE 506</td>
<td>Early Childhood Instructional Methods/Preprimary/Mathematics/Science/Social Studies</td>
</tr>
<tr>
<td>ECE 510</td>
<td>Child, Family and Community</td>
</tr>
<tr>
<td>ECE 580</td>
<td>Early Childhood Education Practicum</td>
</tr>
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<td>ECE 590</td>
<td>Student Teaching in Early Childhood Education</td>
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<tr>
<td>MHE 482</td>
<td>Instructional Methods/Primary/Math and Science</td>
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<tr>
<td>ESR 504</td>
<td>Assessment in Early Childhood Education Settings: Purpose and Practice</td>
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<tr>
<td>RLL 537</td>
<td>Early Literacy Methods PreK-3</td>
</tr>
<tr>
<td>SPE 500</td>
<td>Introduction to Exceptional Children and Adolescents/Special Education</td>
</tr>
</tbody>
</table>

Note: ECE 590 has specific enrollment requirements. See below for details.

Early Childhood Education Student Teaching Enrollment Requirements

Admission to and continuance in student teaching are contingent on the following actions.

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
• Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form

• Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program

• Pass the Early Childhood Content Test (107) before student teaching

• Complete all of their certification courses except for ECE 590 (Student Teaching)

• Pass all methods courses at National Louis University with a grade no lower than a B

• Participate in faculty assessment and receive approval of his or her portfolio (Livetext)

• Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by certification coursework and departmental assessments

Early Childhood Administration, M.Ed.

This online-only program is designed for current and aspiring leaders in the field of early childhood care and education. The 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. It also covers staff management and human relations, educational programming, legal and fiscal management, marketing and public relations, facilities management, technology and leadership and advocacy.

Students admitted into this program will have the opportunity to work toward attainment of the Illinois Director Credential (Level III Credential) while fulfilling the requirements for their graduate degree. Visit the Illinois Professional Development System for more details.

Concurrent work in an early childhood setting is strongly encouraged for all enrolled students.

Program Details:
• Requires 34 SH for completion

Required Courses
M.Ed. Core - 9 SH
EPS 500A  Contemporary Survey of Child Development with a Focus on Early Childhood
ESR 505  Educational Inquiry and Assessment
FND 503  Historical and Philosophical Foundations of Early Childhood Education

Program Requirements - 25 SH
ECE 510  Child, Family and Community
ECE 512  Early Childhood Curriculum
ECE 515  Financial and Legal Aspects of Early Child Care Management
ECE 525  Strategies for Supervision and Staff Development
ECE 538  The Early Childhood Administrator: Individual and Organizational Perspectives
ECE 540  Grant Writing and Fundraising for Early Childhood Programs
ECE 542  Public Relations and Marketing of Early Childhood Programs
ECE 544  Early Childhood Environments: Design and Facilities Management
ECE 582G  Workshop/Administration/Writing and Editing for Effective Communication
ECE 582I  Education/Workshop/Administration/Leadership Connections
EPS 526  Organizational Theory and Group Dynamics and Leadership Applications

Educational Psychology

In the area of Educational Psychology, National College of Education offers the following programs:
• Educational Psychology, M.Ed. (p. 116)
• Educational Psychology, C.A.S. (p. 117)

The M.Ed. is part of NLU’s School Psychology program and is intended for those who plan to continue on to earn the School Psychology Educational Specialist Degree (Ed.S.) (p. 131) or the School Psychology Doctor of Education Degree (Ed.D.) (p. 147).

The C.A.S. is designed for practicing teachers who already possess a graduate degree in Educational Psychology and who are interested in engaging in continuing graduate study.

Educational Psychology, M.Ed. (pre-certification)

The M.Ed. program is intended for those seeking the School Psychology Educational Specialist degree
(Ed.S.) (p. 131) or the School Psychology Doctor of Education degree (Ed.D.) (p. 147), but who do not already have a master's degree. At the time of applications, students will apply for both the M.Ed. program and either the Ed.S. or the Ed.D.

The M.Ed. program provides foundational knowledge of and opportunities to observe and use evidence-based practices in schools and with families to promote positive outcomes.

Coursework in this program may be applied toward the Illinois Type 73 School Psychology Certification and certification requirements by the National Association of School Psychologists (NASP) for eligibility to be a Nationally Certified School Psychologist (NCSP).

Faculty review student progress to provide formative evaluation and prepare for the next phase of the program, either the Ed.S. or the Ed.D. Students are evaluated using a combination of course grades, portfolio assessments, field-based competencies and professional dispositions assessment.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must submit the following materials:

- Four letters of recommendation, at least two of which are academic in nature, regarding the applicants capacity for graduate work
- Professional resume or curriculum vitae describing relevant background and work experiences
- Scores from the General Aptitude Section of the Graduate Record Examination (GRE) taken within the last five years

Program Details:

- Requires 33 SH for completion
- Requires up to one day per week of school- and family-based practicum

Required Courses

MED Core - 10 SH

FND 510 Social Justice Perspectives on the History and Philosophy of American Education

EPS 545 Cognition and Instruction and Curriculum (for School Psychology Majors)

ESR 502 Research Analysis Methods for Educational Psychologists

ESR 503 Applied Research Methods for Educational Psychologists

Educational Psychology, Certificate of Advanced Study

This certificate is designed for practicing teachers who already possess a graduate degree in Educational Psychology and who are interested in engaging in continuing graduate study that will add to their current professional competencies in areas like neuropsychology, counseling psychology or advanced intervention techniques.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must submit:

- Scores from the General Aptitude Section of the Graduate Record Examination (GRE) taken within the last five years
- Four letters of recommendation, at least two of which are academic in nature, regarding the applicant’s capacity for graduate work
- A professional resume or curriculum vitae describing relevant background and work experiences

Program Details:

- Requires 30 SH for completion

Required Courses

CAS Core - 3 SH

EDL 546 Perspective and Administration of Policy

Program Requirements - 27 SH

Choose any EPS (p. 277) or EPD (p. 275) courses with advisor approval
Elementary Education, M.A.T.

National College for Education offers four different ways to earn the Elementary Education, M.A.T. and initial or alternative certification:

• Elementary Education, M.A.T. (Traditional) (p. 118)
• Elementary Education, M.A.T. (Alternative Certification) (p. 119)
• Elementary Education, M.A.T. (Alternative Route to Certification) (p. 120)
• Elementary Education, M.A.T. (Resident Teacher Program) (p. 120)

The alternative certification program is offered only in partnership with a school district.

The alternative route to certification program provides noncertified teachers who are currently teaching in elementary schools and seeking the Illinois Initial Elementary (K–9) teaching certificate (Type 03) the opportunity to attain the certificate and a Master of Arts in Teaching degree while continuing to teach in their own classrooms.

The resident teacher program is offered in partnership with the Academy for Urban School Leadership (AUSL).

Elementary Education, M.A.T. (Traditional Program—Type 03 Certification)

This program is designed for students with baccalaureate degrees seeking the Illinois Initial Elementary (K–9) teaching certificate (Type 03). Visit Certifications and Endorsements at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

• Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)
• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
• Have a minimum GPA of 3.0 in the last 60 hours of coursework
• Complete General Education Requirements prior to admission
  • Communication – 2 SH
  • Literature – 2 SH
  • Fine Arts – 2 SH
• Global/Multicultural – 2 SH
• History/Political Science – 2 SH
• Biological/Physical Science – 2 SH
• Math – 6 SH

Program Details:
• Requires 36 SH for completion
• Requires observations
• Requires practicum
• Requires student teaching
• Requires a professional portfolio

Required Courses
MAT Core - 9 SH
EPS 511 Human Learning and Development in Instructional Contexts
ESR 514 Research in Action: Becoming Practitioner Researchers
FND 510 Social Justice Perspectives on the History and Philosophy of American Education

Program Requirements - 27 SH
ELE 590 Elementary Education: Student Teaching
SPE 500 Introduction to Exceptional Children and Adolescents/Special Education
RLL 538 Literacy Methods I: K-4
RLL 539 Literacy Methods II: Grades 5-9
MHE 480B Methods for Teaching Elementary Mathematics
SCE 480B Methods of Teaching Science
CIS 480B Social Studies Methods
ELE 545 Methods for Teaching Arts Education
ELE 547 Methods for Teaching Health and Physical Education
ELE 500 Elementary Education Practicum I: Seminar and Field Experience
ELE 510 Elementary Education Practicum II: Seminar and Field Experience

Elementary Education Student Teaching Enrollment Requirements

Admission to and continuance in student teaching are contingent on the following actions. Candidates must:

• Be accepted into the graduate program of National College of Education
• File, by the designated deadline, the application form for student teaching
• Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
• Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
• Pass the Elementary/Middle Grades Content Test (110) before student teaching
• Complete all of their certification courses except for ELE 590 (Student Teaching)
• Pass all methods courses at National Louis University with a grade no lower than a B
• Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
• Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by certification coursework and departmental assessments

Elementary Education, M.A.T. (Alternative Certification)

This route to the M.A.T. and teacher certification is for candidates accepted into one of NLU’s alternative certification partner programs. Candidates in these programs teach in Chicago Public Schools while completing their certification coursework.

Students working for this certification hold a one-year PROVISIONAL certificate during the first year. After completing certification courses and a year-long internship, they receive an ALTERNATIVE CERTIFICATE.

Teachers may apply for an INITIAL CERTIFICATE (the standard Type 03) after four years of teaching.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

• Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)
• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)

• Complete General Education Requirements prior to admission
• Communication – 2 SH
• Literature – 2 SH
• Fine Arts – 2 SH
• Global/Multicultural – 2 SH
• History/Political Science – 2 SH
• Biological/Physical Science – 2 SH
• Math – 6 SH

Program Details:
• Requires 34 SH for completion
• Requires an internship

Required Courses

<table>
<thead>
<tr>
<th>Program Courses - 21 SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT Core - 9 SH</td>
</tr>
<tr>
<td>EPS 511</td>
</tr>
<tr>
<td>ESR 514</td>
</tr>
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<td>FND 510</td>
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<table>
<thead>
<tr>
<th>Program Electives - 4 SH</th>
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<tbody>
<tr>
<td>CHM 500</td>
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<tr>
<td>ELE 540</td>
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<tr>
<td>RLL 540</td>
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<tr>
<td>ELE 592</td>
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<tr>
<td>ELE 545</td>
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<tr>
<td>ELE 547</td>
</tr>
</tbody>
</table>

Note: ELE 592 must be taken for 9 SH.

Note: ELE 583A cannot be used as an elective for the degree.
Elementary Education, M.A.T. (Alternative Route to Certification—Type 03 Certification)

The alternative route to certification program provides non-certified teachers who are currently teaching in elementary schools and seeking the Illinois Initial Elementary (K–9) teaching certificate (Type 03) the opportunity to attain the certificate and a Master of Arts in Teaching degree while continuing to teach in their own classrooms.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Complete General Education Requirements prior to admission
  - Communication – 2 SH
  - Literature – 2 SH
  - Fine Arts – 2 SH
  - Global/Multicultural – 2 SH
  - History/Political Science – 2 SH
  - Biological/Physical Science – 2 SH
  - Math – 6 SH

Program Details:
- Requires 34 SH for completion
- Requires an internship

Required Courses
MAT Core - 9 SH
- EPS 511 Human Learning and Development in Instructional Contexts
- ESR 514 Research in Action: Becoming Practitioner Researchers
- FND 510 Social Justice Perspectives on the History and Philosophy of American Education

Program Courses - 21 SH
- SPE 500 Introduction to Exceptional Children and Adolescents/Special Education
- ELE 540 Elementary Methods across the Curriculum
- RLL 540 Methods and Materials for Teaching Reading and Language Arts

Alternative Certification
- ELE 545 Methods for Teaching Arts Education
- ELE 547 Methods for Teaching Health and Physical Education
- ELE 593 Elementary Education: Alternative Route to Certification Internship

Note: ELE 593 must be taken for 9 SH.

Program Electives - 4 SH
Choose 4 SH of NCE graduate courses with advisor approval
Note: ELE 583A cannot be used as an elective for the degree.

Elementary Education, M.A.T. (Resident Teacher Program)

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Elementary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for the Illinois Initial Elementary (K–9) teaching certificate (Type 03). Visit Certifications and Endorsements at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Complete General Education Requirements prior to admission
  - Communication – 2 SH
  - Literature – 2 SH
  - Fine Arts – 2 SH
  - Global/Multicultural – 2 SH
• History/Political Science – 2 SH
• Biological/Physical Science – 2 SH
• Math – 6 SH

Program Details:
• Requires 39-42 SH for completion
• Requires practicum
• Requires student teaching

Required Courses
MAT Core - 9 SH
EPS 511 Human Learning and Development in Instructional Contexts
ESR 514 Research in Action: Becoming Practitioner Researchers
FND 510 Social Justice Perspectives on the History and Philosophy of American Education

Program Courses - 24 SH
ELE 587 Resident Teacher Practicum Elementary Education
ELE 597 Resident Student Teaching Elementary Education
SPE 500 Introduction to Exceptional Children and Adolescents/Special Education
RLL 538 Literacy Methods I: K-4
RLL 539 Literacy Methods II: Grades 5-9
MHE 480B Methods for Teaching Elementary Mathematics
ELE 545 Methods for Teaching Arts Education
ELE 547 Methods for Teaching Health and Physical Education
SCE 480B Methods of Teaching Science
CIS 480B Social Studies Methods
Middle Level OR Special Education Courses - 9 SH
MLE 500 Middle School: An Overview and
MLE 502 Middle Level Curriculum or
SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents and
SPE 506 Frameworks and Perspectives in Special Education and
SPE 527 Differentiated and Individualized Curriculum and Instruction

Elementary Education Student Teaching Enrollment Requirements

Admission to and continuation in student teaching are contingent on the following actions.

Candidates must:
• Be accepted into the graduate program of National College of Education
• File, by the designated deadline, the application form for student teaching
• Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
• Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
• Pass the Elementary/Middle Grades Content Test (110) before student teaching
• Complete all of their certification courses except for ELE 597 (Student Teaching)
• Pass all methods courses at National Louis University with a grade no lower than a B
• Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
• Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by certification coursework and departmental assessments

General Special Education

NCE’s General Special Education programs are designed for those who are interested in special education but are not seeking certification.

The General Special Education, M.Ed. (p. 121) is intended for those who do not have a master’s degree.

The General Special Education, C.A.S. (p. 122) is for those who already have a master’s degree.

If you are seeking certification, please see the Special Education programs (p. 133).

General Special Education, M.Ed.

This degree prepares candidates for a variety of roles working with children and adolescents with exceptional needs.
In addition to National College of Education Graduate Admission Requirements (p. 106), applicants must:

- Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)

Program Details:

- Requires 34 SH for completion

Required Courses

MED Core - 8 SH

EPS 541  Cognition and Instruction
ESR 505  Educational Inquiry and Assessment
FND 511  Social and Cultural Politics of Education: Personal and Contextual Perspectives

General Special Education Program Requirements - 8 SH

SPE 506  Frameworks and Perspectives in Special Education
SPE 502  Language Development and Challenges in Children and Adolescents
SPE 503  Collaborative and Consultative Teaming and Teaching

General Special Education Electives - 18 SH
Choose 18 SH of NCE graduate courses with advisor approval

General Special Education, Certificate of Advanced Study

This certificate prepares candidates for a variety of roles working with children and adolescents with exceptional needs.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)

Program Details:

- Requires 30 SH for completion

Required Courses

CAS Core - 3 SH

EDL 546  Perspective and Administration of Policy

General Special Education Program Requirements - 8 SH

SPE 506  Frameworks and Perspectives in

Special Education

SPE 502  Language Development and Challenges in Children and Adolescents
SPE 503  Collaborative and Consultative Teaming and Teaching

General Special Education Electives - 19 SH
Choose 19 SH of NCE graduate courses with advisor approval

Language and Literacy Education

NCE's Language and Literacy Education programs are designed for students interested in studying, designing and implementing transformative approaches in language arts instruction in classrooms and libraries.

The Language and Literacy Education, M.Ed. (p. 122) is intended for those who do not have a master's degree.

The Language and Literacy Education, M.S.Ed. (p. 123) is a scholarly program that includes a thesis and is intended for those who may plan to continue on to post-graduate study.

The Language and Literacy Education, C.A.S. (p. 123) is intended for those who already have a master’s degree.

Language and Literacy Education, M.E.D.

This program is designed for students interested in studying, designing and implementing transformative approaches for language arts instruction in classrooms and libraries.

In addition to National College of Education Admission Requirements (p. 106), applicants must:

- Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)

Program Details:

- Requires 32 SH for completion

Required Courses

MED Core - 8 SH

ESR 505  Educational Inquiry and Assessment
FND 511  Social and Cultural Politics of Education: Personal and Contextual Perspectives

EPS 541  Cognition and Instruction
Language and Literacy Education, M.S.Ed.

This program is designed for students interested in studying, designing and implementing transformative approaches for language arts instruction in classrooms and libraries. As a Master of Science in Education degree, it is also designed to enable students to pursue continued study at the post master’s level.

In addition to National College of Education Graduate Admission Requirements (p. 106), applicants must:

- Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)

Program Details:

- Requires 38 SH for completion
- Requires a thesis

Required Courses

MSED Core - 10 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ESR 503</td>
<td>Applied Research Methods for Educational Psychologists</td>
</tr>
<tr>
<td>ESR 505</td>
<td>Educational Inquiry and Assessment</td>
</tr>
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<td>EPS 541</td>
<td>Cognition and Instruction</td>
</tr>
<tr>
<td>FND 511</td>
<td>Social and Cultural Politics of</td>
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Education: Personal and Contextual Perspectives

Reading Program - 17 SH

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>RLL 520</td>
<td>Survey of Literature for Children and Adolescents</td>
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<tr>
<td>or</td>
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<tr>
<td>RLL 528</td>
<td>Survey of Multicultural Literature K-12</td>
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<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>RLL 522</td>
<td>Adolescent Literature and</td>
</tr>
</tbody>
</table>

Program Details:

- Requires 38 SH for completion
- Requires a thesis

Required Courses

CAS Core - 3 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 546</td>
<td>Perspective and Administration of Policy</td>
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Reading Program - 13 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>RLL 520</td>
<td>Survey of Literature for Children and Adolescents</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>RLL 522</td>
<td>Adolescent Literature and</td>
</tr>
</tbody>
</table>

Language and Literacy Education, Certificate of Advanced Study

This certificate is designed for students interested in studying, designing and implementing transformative approaches for language arts instruction in classrooms and libraries.

Program Details:

- Requires 30 SH for completion

Required Courses

CAS Core - 3 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDL 546</td>
<td>Perspective and Administration of Policy</td>
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Reading Program - 13 SH

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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>RLL 520</td>
<td>Survey of Literature for Children and Adolescents</td>
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<td>or</td>
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</tr>
<tr>
<td>RLL 522</td>
<td>Adolescent Literature and</td>
</tr>
</tbody>
</table>

Choose 11 SH of RLL (p. 372), RLR (p. 377), RLS (p. 380) or RLW (p. 380) graduate courses with advisor approval
Leadership in Curriculum and Teaching, Ed. S.

This program is designed to help classroom teachers assume a variety of collegial leadership responsibilities in schools and districts.

Program Details:
- Requires 33 SH for completion
- Requires an internship

Required Courses - 33 SH
Choose 33 SH of NCE graduate courses with advisor approval

Mathematics Education

NCE's Mathematics Education programs are designed to help preK–8 teachers develop professionally as classroom leaders of mathematics and become teacher-leaders in their schools and districts.

The Mathematics Education, M.Ed. (p. 124) is intended for those who do not have a master's degree.

The Mathematics Education, C.A.S. (p. 124) is intended for those who already have a master's degree.

Mathematics Education, M.Ed.

This program is designed to help preK–8 teachers develop professionally as classroom teachers of mathematics and become teacher-leaders in their schools and districts.

In addition to National College of Education Graduate Admission Requirements (p. 106), applicants must:
- Have a valid teaching certificate
- Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)

Program Details:
- Requires 32 SH for completion
- Requires a focus in either Elementary Math Specialist OR Middle School Math Specialist

Required Courses
MED Core - 8 SH
EPS 541 Cognition and Instruction
ESR 505 Educational Inquiry and Assessment
FND 511 Social and Cultural Politics of Education: Personal and Contextual Perspectives

Mathematics Program Requirements - 18 SH
MHE 501 Topics in Math for Teachers: Number Concepts & Operations in the Elementary & Middle School Math Curriculum
MHE 502 Topics in Mathematics for Teachers: Algebra
MHE 510 Topics in Mathematics for Teachers: Geometry
MHE 523 Perspectives on Exceptionality in Mathematics Learning
MHE 550A Early Intervention in Mathematics: Theory and Assessment
MHE 593 Seminar in Mathematics Education

Elementary Math Focus - 6 SH
MHE 550B Seminar in Math Intervention Assessment and Teaching

Middle School Math Focus - 6 SH
MHE 485 Advanced Methods for Teaching Middle School Mathematics
MHE 512 Topics in Mathematics for Teachers: Statistics and Probability

Mathematics Education, Certificate of Advanced Study

This program is designed to help preK–8 teachers develop professionally as classroom teachers of mathematics and become teacher-leaders in their schools and districts.
Program Details:
- Requires 30 SH for completion
- Requires a focus in either Elementary Math Specialist OR Middle School Math Specialist

CAS Core - 6 SH
EDL 546 Perspective and Administration of Policy
ESR 505 Educational Inquiry and Assessment

Mathematics Education Program Requirements - 18 SH
MHE 501 Topics in Math for Teachers: Number Concepts & Operations in the Elementary & Middle School Math Curriculum
MHE 502 Topics in Mathematics for Teachers: Algebra
MHE 510 Topics in Mathematics for Teachers: Geometry
MHE 523 Perspectives on Exceptionality in Mathematics Learning
MHE 550A Early Intervention in Mathematics: Theory and Assessment
MHE 593 Seminar in Mathematics Education

Elementary Math Focus - 6 SH
MHE 550B Seminar in Math Intervention Assessment and Teaching
CIT 501 Teaching for Conceptual Integration in Reading/Language Arts and Mathematics

Middle School Math Focus - 6 SH
MHE 485 Advanced Methods for Teaching Middle School Mathematics
MHE 512 Topics in Mathematics for Teachers: Statistics and Probability

Middle Level Education
NCE’s Middle Level Education programs are designed to focus on the developmental characteristics of young adolescents.

The Middle Level Education, M.Ed. (p. 125), is intended for those who do not have a master’s degree.

The Middle Level Education, C.A.S. (p. 125), is intended for those who already have a master’s degree.

Middle Level Education, M.Ed.
This program is designed to focus on the unique developmental characteristics of young adolescents.

In addition to National College of Education Admission Requirements (p. 106), applicants must:
- Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)

Program Details:
- Requires 36 SH for completion

Required Courses
MED Core - 8 SH
ESR 505 Educational Inquiry and Assessment
FND 511 Social and Cultural Politics of Education: Personal and Contextual Perspectives
EPS 541 Cognition and Instruction

Middle Level Education Program - 28 SH
MLE 500 Middle School: An Overview
MLE 502 Middle Level Curriculum
MLE 506 Middle Level Coherent Curriculum I
MLE 508 Middle Level Coherent Curriculum II
MLE 516 Integrative Arts at Middle Level
MLE 510 Middle Level Coherent Curriculum III
MLE 512 Teaching Media and Cultural Literacy for Middle Level Students
MLE 514 Connecting Middle Schools to Family and Community III
RLR 516 Literacy Development in Middle School
MLE 524 Advocacy/Advisory Skills for the Middle Level Teacher

Middle Level Education, Certificate of Advanced Study
This program is designed to focus on the unique developmental characteristics of young adolescents.

Program Details:
- Requires 33 SH for completion

Required Courses
CAS Core - 3 SH
EDL 546 Perspective and Administration of Policy

Middle Level Education Program - 30 SH
MLE 500 Middle School: An Overview
MLE 502 Middle Level Curriculum
MLE 506  Middle Level Coherent Curriculum I
MLE 508  Middle Level Coherent Curriculum II
MLE 516  Integrative Arts at Middle Level
MLE 510  Middle Level Coherent Curriculum III
MLE 512  Teaching Media and Cultural Literacy for Middle Level Students
MLE 514  Connecting Middle Schools to Family and Community III
MLE 512  Teaching Media and Cultural Literacy for Middle Level Students
RLL 516  Literacy Development in Middle School
MLE 524  Advocacy/Advisory Skills for the Middle Level Teacher
RLL 520  Survey of Literature for Children and Adolescents or
RLL 528  Survey of Multicultural Literature K-12

Progressive Leadership for Labor in Education

NCE’s Progressive Leadership for Labor in Education program provides candidates with the theory, knowledge and skills necessary to become the next generation of education union leaders.

The Progressive Leadership for Labor in Education, M.Ed. (p. 126), is intended for those who do not have a master’s degree.

The Progressive Leadership for Labor in Education, C.A.S. (p. 126), is intended for those who already have a master’s degree.

Progressive Leadership for Labor in Education, M.Ed.

This program is designed for progressive teachers and school district leaders who wish to or need to prepare for leadership of school human resources and compensation programs. With a focus on creating productive systems for working collaboratively, graduates of the program will learn the theory, knowledge, skills and dispositions necessary to become the next generation of education leaders as voices for quality education, powerful teaching, good schools and principled relationships.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)

Program Details:

- Requires 35 SH for completion
- Requires field study
- Requires an internship

Required Courses

EDL 561  Foundations and History of Teacher Unions and Educational Labor
EDL 562  Leadership in Labor and Education
EDL 563  Systems for Labor and Education Reform
EDL 564  Labor Leadership for Improving Teaching and Learning
EDL 565  Labor Leadership in Action
EDL 591A  Field Study/Educational Leadership/Progressive Leadership for Labor in Education
EDL 592  Internship: Progressive Leadership for Labor Education

Progressive Leadership for Labor in Education, Certificate of Advanced Study

This program is designed for progressive teachers and school district leaders who wish to or need to prepare for leadership of school human resources and compensation programs. With a focus on creating productive systems for working collaboratively, graduates of the program will learn the theory, knowledge, skills and dispositions necessary to become the next generation of education leaders as voices for quality education, powerful teaching, good schools and principled relationships.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Submit a written statement organized around three specific questions related to their experiences, professional goals and vision for progressive leadership for labor in education

Program Details:

- Requires 35 SH for completion
- Requires field study
- Requires an internship

Required Courses

EDL 561  Foundations and History of Teacher Unions and Educational Labor
Reading, M.Ed. (Reading Specialist—Type 10 Certification)

This program is designed for teachers already holding initial certification who are interested in developing their literacy teaching or in applying to be Reading Specialists. The reading sequence fulfills the state of Illinois guidelines for the preparation of Reading Specialists (Type 10). Visit the Illinois State Board of Education for specific requirements, updates and amendments.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)
- Have a valid teaching certificate
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have at least two years of full-time contract teaching under a valid and active teaching certificate

Program Details:

- Requires 36 SH for completion
- Requires a five-week summer practicum
- Requires membership in professional literacy organization
- Requires an electronic portfolio

Required Courses

MED Core - 8 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ESR 505</td>
<td>Educational Inquiry and Assessment</td>
</tr>
<tr>
<td>FND 511</td>
<td>Social and Cultural Politics of Education: Personal and Contextual Perspectives</td>
</tr>
<tr>
<td>EPS 541</td>
<td>Cognition and Instruction</td>
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Program - 26 SH

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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>RLR 501</td>
<td>Teaching Beginning Reading</td>
</tr>
<tr>
<td>RLR 502</td>
<td>Teaching Comprehension and Content Reading</td>
</tr>
<tr>
<td>RLL 520</td>
<td>Survey of Literature for Children and Adolescents</td>
</tr>
<tr>
<td>RLL 528</td>
<td>Survey of Multicultural Literature K-12</td>
</tr>
<tr>
<td>RLR 510</td>
<td>Diagnosis and Assessment of Reading</td>
</tr>
<tr>
<td>RLR 511</td>
<td>Corrective Techniques for the Reading</td>
</tr>
</tbody>
</table>
Reading Electives - 2 SH
Choose 2 SH of RLL (p. 372), RLR (p. 377), RLS (p. 380) or RLW (p. 380) courses with advisor approval

Note: No workshops will be accepted.

Reading, M.S.Ed. (Reading Specialist—Type 10 Certification)

This program is designed for teachers already holding initial certification who are interested in developing their literacy teaching or in applying to be Reading Specialists. The reading sequence fulfills the state of Illinois guidelines for the preparation of Reading Specialists (Type 10). Visit the Illinois State Board of Education for specific requirements, updates and amendments.

As a Master of Science in Education degree, this program is also designed to enable students to pursue continued study at the post master’s level.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)
- Have a valid teaching certificate
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have at least two years of full-time contract teaching under a valid and active teaching certificate

Program Details:
- Requires 37 SH for completion
- Requires a five-week summer practicum
- Requires membership in professional literacy organization
- Requires an electronic portfolio
- Requires a thesis

Required Courses

MSED Core - 10 SH

ESR 503  Applied Research Methods for Educational Psychologists
ESR 505  Educational Inquiry and Assessment
EPS 541  Cognition and Instruction
FND 511  Social and Cultural Politics of Education: Personal and Contextual Perspectives

Program - 27 SH

RLR 501  Teaching Beginning Reading
RLR 502  Teaching Comprehension and Content Reading
RLW 541  Teaching Writing
RLL 520  Survey of Literature for Children and Adolescents
or
RLL 528  Survey of Multicultural Literature K-12
and
RLR 510  Diagnosis and Assessment of Reading
RLR 511  Corrective Techniques for the Reading Specialist
RLR 592A  Practicum in Remedial Reading A: Elementary
RLR 592B  Practicum in Remedial Reading B: Grades 6-12
RLR 518  Leadership and Professional Development in Reading
RLR 599  Thesis/Reading Education

Reading, Certificate of Advanced Study (Reading Specialist—Type 10 Certification)

This program is designed for teachers already holding initial certification who are interested in developing their literacy teaching or in applying to be Reading Specialists. The reading sequence fulfills the state of Illinois guidelines for the preparation of Reading Specialists (Type 10). Visit the Illinois State Board of Education for specific requirements, updates and amendments.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Have a valid teaching certificate
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
• Have at least two years of full-time contract teaching under a valid and active teaching certificate

Program Details:
• Requires 32 SH for completion
• Requires a five-week summer practicum
• Requires membership in professional literacy organization
• Requires an electronic portfolio

Required Courses
CAS Core - 3 SH
EDL 546 Perspective and Administration of Policy

Reading Program - 26 SH
RLR 501 Teaching Beginning Reading
RLR 502 Teaching Comprehension and Content Reading
RLW 541 Teaching Writing
RLL 520 Survey of Literature for Children and Adolescents
or
RLL 528 Survey of Multicultural Literature K-12
and
RLR 510 Diagnosis and Assessment of Reading
RLR 511 Corrective Techniques for the Reading Specialist
RLR 592A Practicum in Remedial Reading A: Elementary
RLR 592B Practicum in Remedial Reading B: Grades 6-12
RLR 518 Leadership and Professional Development in Reading
RLR 593 Seminar in Reading Research

Reading Electives - 3 SH
Choose 3 SH of RLL (p. 372), RLR (p. 377), RLS (p. 380) or RLW (p. 380) courses with advisor approval

Note: No workshops will be accepted.

Reading, M.Ed. (Reading Teacher Option)
This program is designed for teachers already holding initial certification who are interested in developing their literacy teaching or in applying to be Reading Teachers. The reading sequence fulfills the state of Illinois guidelines for the preparation of Reading Teachers. Visit the Illinois State Board of Education for specific requirements, updates and amendments.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:
• Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)
• Have a valid teaching certificate
• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
• Have at least two years of full-time teaching under a valid and active teaching certificate

Program Details:
• Requires 36 SH for completion
• Requires a five-week summer practicum
• Requires membership in professional literacy organization
• Requires an electronic portfolio

Required Courses
MED Core - 8 SH
ESR 505 Educational Inquiry and Assessment
EPS 541 Cognition and Instruction
FND 511 Social and Cultural Politics of Education: Personal and Contextual Perspectives

Reading Program - 20 SH
RLR 501 Teaching Beginning Reading
RLR 502 Teaching Comprehension and Content Reading
RLW 541 Teaching Writing
RLL 520 Survey of Literature for Children and Adolescents
or
RLL 528 Survey of Multicultural Literature K-12
and
RLR 510 Diagnosis and Assessment of Reading
RLR 511 Corrective Techniques for the Reading Specialist
RLR 592A Practicum in Remedial Reading A: Elementary
RLR 592B Practicum in Remedial Reading B: Grades 6-12

Reading Electives - 8 SH
Choose 9 SH of RLL (p. 372), RLR (p. 377), RLS (p. 380) or RLW (p. 380) courses with advisor approval.

Note: No workshops will be accepted.

Reading, M.S.Ed. (Reading Teacher Option)

This program is designed for teachers already holding initial certification who are interested in developing their literacy teaching or in applying to be Reading Teachers. The reading sequence fulfills the state of Illinois guidelines for the preparation of Reading Teachers. Visit the Illinois State Board of Education for specific requirements, updates and amendments.

As a Master of Science in Education degree, this program is also designed to enable students to pursue continued study at the post master’s level.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)
- Have a valid teaching certificate
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have at least two years of full-time contract teaching under a valid and active teaching certificate

Program Details:

- Requires 37 SH for completion
- Requires a five-week summer practicum
- Requires a thesis
- Requires membership in professional literacy organization
- Requires an electronic portfolio

Required Courses

MSED Core - 10 SH

- ESR 503 Applied Research Methods for Educational Psychologists
- ESR 505 Educational Inquiry and Assessment
- EPS 541 Cognition and Instruction
- FND 511 Social and Cultural Politics of Education: Personal and Contextual Perspectives

Reading Program - 24 SH

- RLR 501 Teaching Beginning Reading
- RLR 502 Teaching Comprehension and Content Reading
- RLW 541 Teaching Writing
- RLL 520 Survey of Literature for Children and Adolescents
- or
- RLL 528 Survey of Multicultural Literature K-12
- RLR 510 Diagnosis and Assessment of Reading
- RLR 511 Corrective Techniques for the Reading Specialist
- RLR 592A Practicum in Remedial Reading A: Elementary
- RLR 592B Practicum in Remedial Reading B: Grades 6-12
- RLR 599 Thesis/Reading Education

Reading Electives - 3 SH

Choose 3 SH of courses from RLR (p. 377), RLL (p. 372), RLS (p. 380) or RLW (p. 380) with advisor approval

Note: No workshops are accepted.

Reading, Certificate of Advanced Study (Reading Teacher Option)

This program is designed for teachers already holding initial certification who are interested in developing their literacy teaching or in applying to be Reading Teachers. The reading sequence fulfills the state of Illinois guidelines for the preparation of Reading Teachers. Visit the Illinois State Board of Education for specific requirements, updates and amendments.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Have a valid teaching certificate
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have at least two years of full-time contract teaching under a valid and active teaching certificate

This certificate requires:

- 32 SH
- A five-week summer practicum
- Membership in professional literacy organization
- An electronic portfolio
Required Courses

CAS Core - 3 SH
EDL 546  Perspective and Administration of Policy
Reading Program - 20 SH
RLR 501  Teaching Beginning Reading
RLR 502  Teaching Comprehension and Content Reading
RLW 541  Teaching Writing
RLL 520  Survey of Literature for Children and Adolescents
or
RLL 528  Survey of Multicultural Literature K-12
and
RLR 510  Diagnosis and Assessment of Reading
RLR 511  Corrective Techniques for the Reading Specialist
RLR 592A  Practicum in Remedial Reading A: Elementary
RLR 592B  Practicum in Remedial Reading B: Grades 6-12
Reading Electives - 9 SH
Choose 9 SH of RLL (p. 372), RLR (p. 377), RLS (p. 380) or RLW (p. 380) courses with advisor approval
Note: No workshops will be accepted.

Reading and Language, Ed.S.

This degree is designed to meet the needs of school leaders who wish to deepen their knowledge and expertise in literacy, but who do not wish to pursue a doctoral degree.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:
• Submit official scores from the Graduate Records Exam (GRE)
• Be a certified teacher
• Have a master’s degree with an emphasis in reading or literacy from a regionally accredited institution, including:
  • 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 coursework is required as a pre- or post-admission requirement

Program Details:
• Requires 30 SH for completion
• Requires a comprehensive examination

Required Courses

Reading and Language Program Requirements - 17 SH
RLD 600  Language and Linguistics and Literacy
RLD 601  Research in Early Literacy
RLD 602  Reading Comprehension: Reach and Application
RLD 603  Historical Issues in Literacy Research
RLD 606  Instruction and Staff Development in Reading and Language
RLD 607  Theory and Research in Writing
Reading and Language Program Electives - 13 SH
RLL 533  Language Development and Variation
RLW 541  Teaching Writing
RLR 501  Teaching Beginning Reading
RLR 502  Teaching Comprehension and Content Reading

Notes: Other RLD (p. 371), RLR (p. 377), RLL (p. 372) or RLW (p. 380) courses at the 500- or 600-level and approved by an advisor may be accepted. No workshops will be accepted.

School Psychology, Ed.S.

This program is designed for applicants who seek to be school psychologists, certified by the Illinois State Board of Education (ISBE) Type 73 license. For students without a previous graduate degree, the Educational Psychology, M.Ed. (p. 116) is earned as part of this degree. The purpose is to provide more advanced knowledge and skills in evidence-based practices in schools and with families to promote positive outcomes.

Faculty review student progress annually to provide formative evaluation and prepare for the next phase of the program. Students are evaluated using a combination of course grades, portfolio assessments, field-based competencies, and professional dispositions assessment.

Students who successfully complete the Educational Psychology, M.Ed., and the School Psychology, Ed.S., coursework are eligible for Illinois Type 73 School
Psychology Certification and certification by the National Association of School Psychologists (NASP) as Nationally Certified School Psychologists (NCSP).

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Submit four letters of recommendation, at least two of which are academic in nature, regarding the applicants capacity for graduate work
- Submit a professional resume or curriculum vitae describing relevant background and work experiences
- Submit scores from the General Aptitude Section of the Graduate Record Examination (GRE) taken within the last 5 years
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)

Program Details:

- Requires 33 SH–36 SH beyond the prerequisite courses in the M.Ed.
- Students who receive two or more “C” or lower grades will be dropped from the program
- Requires a two-day per week practicum in school and family settings
- Requires a full-school year, paid internship in public schools

Required Courses

School Psychology Program - 33–36 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 544</td>
<td>Social and Emotional Learning in the Schools: Individual and Group Interventions</td>
</tr>
<tr>
<td>EPS 561A</td>
<td>Theory and Practice of School-Based Consultation I</td>
</tr>
<tr>
<td>EPS 561B</td>
<td>Theory and Practice of School-Based Consultation II</td>
</tr>
<tr>
<td>EPS 561C</td>
<td>Theory and Practice of School-Based Consultation III</td>
</tr>
<tr>
<td>EPS 563B</td>
<td>School Psychology Practicum II</td>
</tr>
<tr>
<td>EPS 563C</td>
<td>Working with Families and Children Practicum</td>
</tr>
<tr>
<td>EPS 590</td>
<td>Internship in School Psychology</td>
</tr>
<tr>
<td>EPS 593</td>
<td>Professional Issues in School Psychology</td>
</tr>
<tr>
<td>EPS 647</td>
<td>Interventions in Schools with Multicultural Students</td>
</tr>
<tr>
<td>SPE 500</td>
<td>Introduction to Exceptional Children and Adolescents/Special Education</td>
</tr>
</tbody>
</table>

Note: Students who have taken SPE 500 or its equivalent may have the course waived.

Secondary Education, M.A.T.

NCE offers three different ways to earn the Secondary Education, M.A.T. and initial or alternative certification:

- Secondary Education, M.A.T. (Traditional—Type 09 or 10 Certification) (p. 132)
- Secondary Education, M.A.T. (Alternative Certification) (p. 133)
- Secondary Education, M.A.T. (Resident Teacher Program—Type 09 or 10 Certification) (p. 133)

The alternative certification program is offered only in partnership with a school district.

The resident teacher program is offered in partnership with the Academy for Urban School Leadership (AUSL).

In each version of the M.A.T., candidates must choose one of the following disciplines:

- Biological Science
- English/Language Arts
- Foreign Language
- Mathematics
- Physical Science
- Social Studies

Secondary Education, M.A.T. (Traditional Program—Type 09 or Type 10 Certification)

The Secondary Education, M.A.T., Traditional Program, leads to a master’s degree and initial secondary education certification (Type 09 or Type 10) in one of six disciplines:

- Biological Science (p. 197)
- English/Language Arts (p. 201)
- Foreign Languages (p. 205)
- Mathematics (p. 210)
- Physical Sciences (p. 214)
- Social Studies (p. 219)

Please select a discipline to learn about degree requirements and coursework.
Secondary Education, M.A.T. (Alternative Certification Program)

The Secondary Education, M.A.T., Alternative Certification Program, leads to a master's degree and alternative certification in one of six disciplines:

- Biological Science (p. 194)
- English/Language Arts (p. 198)
- Foreign Languages (p. 202)
- Mathematics (p. 206)
- Physical Sciences (p. 212)
- Social Studies (p. 219)

Please select a discipline to learn more about degree requirements and coursework.

This route to the M.A.T. and teacher certification is for candidates accepted into one of NLU’s alternative certification partner programs. Candidates in these programs teach in Chicago Public Schools while completing their certification coursework.

Students working for this certification hold a one-year PROVISIONAL certificate during the first year and after completing certified courses and one year of an internship, receive an ALTERNATIVE CERTIFICATE.

Teachers may apply for an INITIAL CERTIFICATE (the standard Type 09) after four years of teaching.

Secondary Education, M.A.T. (Resident Teacher Program—Type 09 or 10 Certification)

The Secondary Education, M.A.T., Resident Teacher Program, leads to a master’s degree and initial secondary education certification (Type 09 or Type 10) in one of six disciplines:

- Biological Science (p. 195)
- English/Language Arts (p. 199)
- Foreign Languages (p. 203)
- Mathematics (p. 208)
- Physical Sciences (p. 213)
- Social Studies (p. 217)

Select a discipline to learn more about degree requirements and coursework.

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in classrooms of Chicago Public Schools with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Special Education

NCE offers the following Special Education programs, designed to prepare candidates for a variety of roles working with children and adolescents with exceptional learning needs:

- Special Education, M.A.T. (p. 133)
- Special Education, M.Ed. (p. 135)
- Special Education, C.A.S. (p. 136)

The M.A.T. is intended for those candidates seeking initial certification.

The M.Ed. is intended for those candidates who already have certification in an area other than special education.

The C.A.S. is for those candidates who already have a master’s degree and certification in an area other than special education.

If you are not seeking certification, please see the General Special Education program (p. 121).

Special Education, M.A.T.

NCE offers two versions of the Special Education, M.A.T.

The Special Education, M.A.T. (Traditional Program—Type 10 Certification) (p. 133) will be appropriate for most candidates.

The Special Education, M.A.T. (Alternative Certification) (p. 134) is for candidates accepted into one of NLU’s alternative certification partner programs.

Special Education, M.A.T. (Traditional Program—Type 10 Certification)

This program prepares candidates for a variety of roles working with children and adolescents with exceptional needs. It is designed for students with baccalaureate degrees seeking the LBS I certification.
In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)

Program Details:
- Requires 44–47 SH for completion
- Requires practicum

Required Courses

MAT Core - 9 SH
EPS 511 Human Learning and Development in Instructional Contexts
ESR 514 Research in Action: Becoming Practitioner Researchers
FND 510 Social Justice Perspectives on the History and Philosophy of American Education

Program Requirements - 35-38 SH
SPE 500 Introduction to Exceptional Children and Adolescents/Special Education
SPE 506 Frameworks and Perspectives in Special Education
SPE 572 Practicum I: Developing Teacher Candidate Competencies
SPE 545 Assistive Technology
SPE 502 Language Development and Challenges in Children and Adolescents
  or
SPE 526 Expressive Language Difficulties: Impact on Academic Learning
  and
SPE 503 Collaborative and Consultative Teaming and Teaching
SPE 508 Critical Literacy for Students with Disabilities
SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents
SPE 509 Literacy Instruction for Students with Disabilities
SPE 523 Mathematics Instruction for Students with Disabilities
SPE 507 Methods of Social/Emotional Support
SPE 527 Differentiated and Individualized Curriculum and Instruction
SPE 592C Practicum/Teaching Children and Adolescents with Special Needs

Note: SPE 500 can be waived per advisor.

Special Education Practicum/Student Teaching Enrollment Requirements

Admission to and continuance in student teaching are contingent on the following actions.
Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Pass the LBSI (155) and Special Education General Curriculum (163) Content Tests before student teaching/practicum
- Complete all of their certification courses except for SPE 592C
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by certification coursework and departmental assessments

Special Education, M.A.T. (Alternative Certification)

This route to the M.A.T. and teacher certification is for candidates accepted into one of NLU’s alternative certification partner programs. Candidates in these programs teach in Chicago Public Schools while completing their certification coursework.

Students working for this certification hold a one-year PROVISIONAL certificate during the first
year. After completing certified courses and a year-long internship, they receive an ALTERNATIVE CERTIFICATE.

Teachers may apply for a Special Education, LBS I (Type 10) after four years of teaching.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Pass the Content Test in LBSI
- Pass the Special Education General Curriculum Test
- Note: The written statement and references are waived

Program Details:

- Requires 43–46 SH for completion
- Candidates must pass the LBSI (155) and Special Education General Curriculum (163) Content Tests prior to student teaching/practicum
- Requires practicum

Required Courses

MAT Core - 9 SH
EPS 511 Human Learning and Development in Instructional Contexts
ESR 514 Research in Action: Becoming Practitioner Researchers
FND 510 Social Justice Perspectives on the History and Philosophy of American Education

Program Requirements - 34-37 SH
SPE 500 Introduction to Exceptional Children and Adolescents/Special Education
SPE 507 Methods of Social/Emotional Support
SPE 509 Literacy Instruction for Students with Disabilities
SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents
SPE 523 Mathematics Instruction for Students with Disabilities
SPE 527 Differentiated and Individualized Curriculum and Instruction
SPE 502 Language Development and Challenges in Children and Adolescents
SPE 508 Critical Literacy for Students with Disabilities
SPE 503 Collaborative and Consultative Teaming and Teaching
SPE 506 Frameworks and Perspectives in Special Education
SPE 545 Assistive Technology
SPE 592C Practicum/Teaching Children and Adolescents with Special Needs

Note: SPE 500 can be waived per advisor.

The following courses are required for certification.

Alternative Certification candidates may become certified prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

Special Education, M.Ed. (Type 10 Certification)

This program prepares candidates for a variety of roles working with children and adolescents with exceptional needs. It is designed for students with baccalaureate degrees and certification in an area other than special education seeking the LBS I certification (Type 10). Visit Certifications and Endorsements at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have a teaching certificate in an area other than special education

**Program Details:**
- Requires 39–42 SH for completion
- Requires practicum

**Required Courses**

**MED Core - 8 SH**
- EPS 541 Cognition and Instruction
- ESR 505 Educational Inquiry and Assessment
- FND 511 Social and Cultural Politics of Education: Personal and Contextual Perspectives

**Special Education Program Requirements - 31-34 SH**
- SPE 500 Introduction to Exceptional Children and Adolescents/Special Education
- SPE 506 Frameworks and Perspectives in Special Education
- SPE 545 Assistive Technology
- SPE 502 Language Development and Challenges in Children and Adolescents
  - or
- SPE 526 Expressive Language Difficulties: Impact on Academic Learning and
- SPE 503 Collaborative and Consultative Teaming and Teaching
- SPE 508 Critical Literacy for Students with Disabilities
- SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents
- SPE 509 Literacy Instruction for Students with Disabilities
- SPE 523 Mathematics Instruction for Students with Disabilities
- SPE 507 Methods of Social/Emotional Support
- SPE 527 Differentiated and Individualized Curriculum and Instruction
- SPE 592C Practicum/Teaching Children and Adolescents with Special Needs

Note: SPE 500 can be waived per advisor.

**Special Education, Certificate of Advanced Study (Type 10 Certification)**

This program prepares candidates for a variety of roles working with children and adolescents with exceptional needs. It is designed for students with master's degrees seeking the LBS I certification (Type 10). Visit Certifications and Endorsements at NLU for more details.

**In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:**
- Have a teaching certificate in an area other than special education
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)

**Program Details:**
- Requires 34–37 SH for completion
- Requires practicum

**Required Courses**

**CAS Core - SH**
- EDL 546 Perspective and Administration of Policy

**Program Requirements - 31-34 SH**
- SPE 500 Introduction to Exceptional Children and Adolescents/Special Education
- SPE 506 Frameworks and Perspectives in Special Education
- SPE 545 Assistive Technology
- SPE 502 Language Development and Challenges in Children and Adolescents
  - or
- SPE 526 Expressive Language Difficulties: Impact on Academic Learning and
- SPE 503 Collaborative and Consultative Teaming and Teaching
- SPE 508 Critical Literacy for Students with Disabilities
- SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents
- SPE 509 Literacy Instruction for Students with Disabilities
- SPE 523 Mathematics Instruction for Students with Disabilities
- SPE 507 Methods of Social/Emotional Support
- SPE 527 Differentiated and Individualized Support
Curriculum and Instruction

SPE 592C Practicum/Teaching Children and Adolescents with Special Needs

Note: SPE 500 can be waived per advisor.

Specialized Endorsements, M.Ed.

NLU's Specialized Endorsements, M.Ed., allows licensed teachers to earn master’s degrees while taking coursework that may also lead to state endorsements in ESL, ESL/Bilingual Education, Reading Teacher or Special Education (LBS I).

In addition to the National College of Education Graduate Admission Requirements (p. 106), applicants must:

- Have a valid and active Illinois Professional Educator License

Program details:

- Requires 33-42 hours for completion, depending on the major
- Requires the completion of one major from the list below

Endorsement details:

- Candidates are advised that endorsements are awarded by the State of Illinois per the guidelines posted at http://www.isbe.net. Additional requirements beyond the below coursework and tests may apply.
- In order to earn the Reading Teacher Endorsement, candidates must pass the ISBE Reading Teacher content test (#177)
- In order to earn the Bilingual Endorsement, candidates must pass the ISBE Target Language Proficiency test
- In order to earn the Special Education Endorsement, candidates must pass the ISBE Special Education LBSI content test (#155)

Majors:

- ESL/Reading Major (p. 173)
- ESL/Bilingual Education/Reading Major (p. 174)
- ESL/Special Education Major (p. 174)
- ESL/Bilingual Education/Special Education Major (p. 174)
- Special Education/Reading Major (p. 175)

Teaching, Learning and Assessment, M.Ed.

This program, offered in online, face-to-face and blended formats, prepares degree candidates to respond to the complexities of today’s school environment with a holistic approach to assessing learning needs, shaping effective curricula and supporting student success.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)
- Have three years teaching experience and be teaching while enrolled in the program if selecting the National Board Certification major

Program Details:

- Requires 32 SH for completion
- Transfer credit can be used only to fulfill program electives, as indicated in the tables below
- Requires a research project
- Candidates must select a major in either Teaching, Learning and Assessment OR National Board Certification, as laid out in the tables below

Required Courses

Core Course Requirements - 13 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ESR 531</td>
<td>Exploring Action Research: Action Research I</td>
</tr>
<tr>
<td>ESR 532</td>
<td>Engaging in Action Research: Action Research II</td>
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<tr>
<td>ESR 533</td>
<td>Continuing Action Research: Action Research III</td>
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<tr>
<td>ESR 534</td>
<td>Completing Action Research: Action Research IV</td>
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<tr>
<td>FND 509</td>
<td>Building on Educational Foundations</td>
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<tr>
<td>TLA 541</td>
<td>Assessing Teaching and Learning: Introduction to Assessment</td>
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Major in Teaching, Learning, and Assessment Requirements - 13 SH

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>TLA 543</td>
<td>Reflecting on Teaching, Learning and Assessment</td>
</tr>
<tr>
<td>TLA 578</td>
<td>Developing School Cultures</td>
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<tr>
<td>TLA 579</td>
<td>Engaging with Critical Multicultural Perspectives</td>
</tr>
<tr>
<td>TLA 588</td>
<td>Constructing Curriculum for Engaging the Whole Learner</td>
</tr>
<tr>
<td>TLA 589</td>
<td>Differentiating for Diverse Learners</td>
</tr>
</tbody>
</table>
Major in Teaching, Learning, and Assessment Electives - 6 SH
TLA 542 Linking Assessment of Teaching and Learning: Field Study
TLA 591 Meeting Complex Challenges of Contemporary Classrooms/Field Study
TLA 594 Examining Curriculum Perspectives/Independent Study
Note: These courses can be replaced with transfer credit.

Major in National Board Certification Requirements - 19 SH
TLA 515 Overview of the NBPTS and Planning for Related Instructional Activities
TLA 516 Preparation of Entries for NBPTS
TLA 517 Portfolio Entries and Assessment Center Preparation for NBPTS
TLA 543 Reflecting on Teaching, Learning and Assessment
TLA 579 Engaging with Critical Multicultural Perspectives
TLA 589 Differentiating for Diverse Learners

Major in National Board Certification Electives - 4 SH
TLA 591 Meeting Complex Challenges of Contemporary Classrooms/Field Study
TLA 594 Examining Curriculum Perspectives/Independent Study
Note: These courses can be replaced with transfer credit.

Technology in Education, M.Ed.
Offered in both online-only and face-to-face formats, this program provides a strong foundation in educational philosophy and instructional design to prepare preK–12 teachers to effectively integrate and assess technology in their content areas. It is designed for candidates seeking the Technology Specialist Certification (Type 10). Visit the Illinois State Board of Education for specific requirements, updates and amendments.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:
• Have a teaching certificate
• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
• Complete the NETS-T assessment

Program Details:
• Requires 34 SH for completion

Required Courses
MED Core - 8 SH
EPS 541 Cognition and Instruction
ESR 505 Educational Inquiry and Assessment
FND 511 Social and Cultural Politics of Education: Personal and Contextual Perspectives

Program Requirements - 23 SH
TIE 532 Applications of Technology in Schools
TIE 533 Technology Based Analysis and Databased Decision Making
TIE 535 Instructional Design for Integrating Technology across the Curriculum
TIE 542 Designing Internet Resources for Teaching and Learning
TIE 544 Curriculum Applications of Multimedia Authoring
TIE 575 Leading Staff Development in Educational Technology
TIE 512 Students Using Technology for Inquiry Learning and Problem Solving
TIE 592 Portfolio Development Seminar
TIE 593 Seminar in Technology in Education

Program Electives - 3 SH
Choose 3 SH from the courses below:
TIE 550 Desktop Publishing for the Classroom
TIE 583 Workshop/Technology in Education/Contemporary Issues
Technology in Education, M.S.Ed.

This program provides a strong foundation in educational philosophy and instructional design to prepare preK–12 teachers to effectively integrate and assess technology in their content areas. It is designed for candidates seeking the Technology Specialist Certification (Type 10). Visit the Illinois State Board of Education for specific requirements, updates and amendments.

As a Master of Science in Education degree, this program is also designed to enable students to pursue continued study at the post master’s level.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Have a teaching certificate
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Complete the NETS-T assessment

Program Details:

- Requires 36 SH for completion
- Requires a thesis

Required Courses

MSED Core - 10 SH

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<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
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<tr>
<td>ESR 503</td>
<td>Applied Research Methods for Educational Psychologists</td>
</tr>
<tr>
<td>ESR 505</td>
<td>Educational Inquiry and Assessment</td>
</tr>
<tr>
<td>EPS 541</td>
<td>Cognition and Instruction</td>
</tr>
<tr>
<td>FND 511</td>
<td>Social and Cultural Politics of Education: Personal and Contextual Perspectives</td>
</tr>
</tbody>
</table>

Program Requirements - 26 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>TIE 532</td>
<td>Applications of Technology in Schools</td>
</tr>
<tr>
<td>TIE 533</td>
<td>Technology Based Analysis and Databased Decision Making</td>
</tr>
<tr>
<td>TIE 535</td>
<td>Instructional Design for Integrating Technology across the Curriculum</td>
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</table>

Technology in Education, Certificate of Advanced Study

Offered in both online-only and face-to-face formats, this certificate provides a strong foundation in educational philosophy and instructional design to prepare preK–12 teachers to effectively integrate and assess technology in their content areas. It is designed for candidates seeking the Technology Specialist Certification (Type 10). Visit the Illinois State Board of Education for specific requirements, updates and amendments.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Have a teaching certificate
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Complete NETS-T assessment

Program Details:

- Requires 30 SH for completion

Required Courses

CAS Core - 3 SH

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDL 546</td>
<td>Perspective and Administration of Policy</td>
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Program Requirements - 23 SH

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>TIE 532</td>
<td>Applications of Technology in Schools</td>
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<tr>
<td>TIE 533</td>
<td>Technology Based Analysis and Databased Decision Making</td>
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<td>TIE 535</td>
<td>Instructional Design for Integrating Technology across the Curriculum</td>
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<tr>
<td>TIE 542</td>
<td>Designing Internet Resources for Teaching and Learning</td>
</tr>
<tr>
<td>TIE 544</td>
<td>Curriculum Applications of Multimedia Authoring</td>
</tr>
<tr>
<td>TIE 575</td>
<td>Leading Staff Development in Educational Technology</td>
</tr>
</tbody>
</table>
Educational Technology

TIE 512 Students Using Technology for Inquiry Learning and Problem Solving
TIE 592 Portfolio Development Seminar
TIE 593 Seminar in Technology in Education

Program Electives - 4 SH
Choose 4 SH from the courses below:

TIE 550 Desktop Publishing for the Classroom
TIE 583 Workshop/Technology in Education/Contemporary Issues
TIE 584 Workshop/Technology in Education/Curriculum Materials
TIE 585 Workshop/Technology in Education/Instructional Practices
TIE 594 Independent Study/Technology in Education
TIE 595 Selected Topics/Technology in Education
SPE 545 Assistive Technology

Required Courses

MED Core - 8 SH
EPS 541 Cognition and Instruction
ESR 505 Educational Inquiry and Assessment
FND 511 Social and Cultural Politics of Education: Personal and Contextual Perspectives

Program Requirements - 23 SH
EPS 512 Culturally Responsive Classroom Environment
EPS 513 Frameworks for Data Driven Instruction
RLR 501 Teaching Beginning Reading
RLR 502 Teaching Comprehension and Content Reading
SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents
SPE 506 Frameworks and Perspectives in Special Education
SPE 527 Differentiated and Individualized Curriculum and Instruction
TIE 535 Instructional Design for Integrating Technology across the Curriculum

Electives - 3 SH
Choose 3 SH of elective courses with advisor approval

Urban Teaching, M.Ed.

The Urban Teaching program is offered in partnership with the Academy for Urban School Leadership. It is designed to address the needs of novice teachers in high need, urban schools and to help them be effective and resilient teachers in urban turnaround schools.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

• Have, or be in the process of applying for, Illinois certification or licensure
• Have a 3.0 GPA in last 60 hours of coursework taken or a graduate degree
• Be accepted into the AUSL program through their interview process
• Note: The written statement and references are waived per the partnership agreement
• Note: AUSL pays the application fee

Program Details:

• Requires 34 SH for completion
• Residents accepted into the program will be expected to remain in good standing throughout the program at NLU, but will also be evaluated regularly by AUSL and may be released from the program by either partner due to underperformance

National College of Education—Doctoral

National College of Education's doctoral programs are built on a tradition of excellence in teacher education stretching over 100 years. Through advanced studies, the programs extend NLU’s and NCE’s tradition of providing quality education for educational practitioners, academic scholars and researchers.

Doctoral Program Philosophy and Conceptual Framework

The NCE doctoral program comprises carefully constructed learning environments that initiate both students and faculty into a variety of sustainable discourse communities, while developing the grounds for a critique of knowledge and practice from a variety of disciplinary perspectives.

The doctoral program’s conceptual framework revolves around critical reflective thinking in 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 coursework, 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:

- Creation of a community of learners who are knowledgeable about and active in a variety of discourse communities
- Development of critical reflective perspectives
- Exploring the complexities of issues and the problems which surface from a critical reflective orientation
- Development of multiple and interdisciplinary perspectives
- Building on previous undergraduate and graduate work
- Exploring the implications of ideas from diverse individual, social, psychological, cultural, political and historical perspectives
- Interrogating multiple ways of knowing: raising epistemological and ontological questions
- Building a capacity to consider and/or engage in social action in a variety of settings
- Contributing to our knowledge and understanding in disciplinary fields
- Developing habits of scholarship in a variety of areas including teaching, research, writing, publication, presentations and leadership in professional organizations

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 doctoral programs, which further develop it in accordance to the specific disciplinary perspective.

Admission Criteria

In addition to the NLU Graduate Admission Requirements (p. 16), applicants must submit all of the following to the Office of Admissions prior to consideration for admission to any NCE doctoral program:

- Official transcripts from all institutions attended. Please note that only credit from regionally accredited institutions will be considered for transfer credit. Completion of baccalaureate and master’s degrees from regionally accredited institutions must be verified. A grade point average of 3.25 or better in master’s level courses is required of all applicants.
- Four letters of recommendation. Two of the four required letters should be completed by people associated with the applicant’s recent graduate work and two by people supervising the applicant’s professional work.
- A professional resume or curriculum vitae
- Written responses to substantive questions that directly speak to the applicant’s intellectual interests, professional goals, compatibility with program and commitments to the values of the program. Each program has 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.

Individual programs may require additional materials. Please see program pages for details. Applicants will be notified by the program director if additional materials are required.

The admission process occurs in two stages. First, the applicant submits the application and all supporting documentation to the Office of Admissions by the published deadlines. Faculty from the respective doctoral programs reviews the applications.

The second stage of the admissions process consists of an interview with the program faculty. 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.

Financial Aid

Students admitted to the doctoral programs are eligible to apply for 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 demonstrating need may be eligible for full- or half-tuition scholarships for one academic year. 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

Time Limit

The doctoral degree must be completed within eight years of 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 degrees. When unforeseen circumstances require a student to temporarily withdraw from his or her doctoral studies, the student must submit a Request for a Leave of Absence form in the first quarter of becoming inactive (see the Doctoral Handbook). A leave of absence may be approved for up to one year. Please note that students who are granted a leave of absence must still complete the program within the original 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 who wish to be reinstated must submit a written petition stating the reason for the inactivity to the Academic Policies Committee and file a re-entry form with the Office of Admissions and Records.

Transfer of Credit

Transfer credit for 12 semester hours of post-master’s coursework from NLU or other institutions offering graduate degrees is approved on a case-by-case basis by the directors of the doctoral programs. Approval for transfer credit beyond 12 semester hours may be obtained through petition to the Academic Policies Committee. Credit for courses taken more than six years prior to the time the student was admitted to the doctoral program must also be approved through petition to the Academic Policies Committee.

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 or internship requirements that are also Ed.D. requirements. For students completing Ed.S. degrees at institutions other than NLU, the reduction must not exceed 18 semester hours.

Eligible students should petition 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. Final approval for the program reduction must be obtained from the director of doctoral programs and submitted to the registrar’s office.

Grade Policies/Credits

Programs will monitor student academic progress at the end of each term. Any student who receives one or more grades of “C” or lower in any program, research or doctoral core courses in any one term will be placed on probation. Students on probation will receive official notification from the NCE doctoral office. Probation continues until the student completes all doctoral coursework. A student who receives one or more grades of “C” or lower in two terms will be withdrawn from the program. If the student has already registered for the next term, the student will be charged tuition in accordance with published University policy. Students may appeal such decisions to the individual program directors and then to the Academic Policies Committee following the University Policy on Academic Appeals (p. 35). Students must have a grade point average of 3.0 or higher to fulfill their degree requirements. Courses in which the student has received grades of “D” or lower will not apply toward the degree.

A student who accumulates one or more in-progress/incomplete (“I”) grade for two consecutive terms will not be allowed to register for a subsequent term until in-progress course requirements are completed and the “I” grades are updated. When the “I” grades for at least one quarter are updated to letter grades and posted, the student should contact his or her program director to have the registration hold lifted. “I” grades are issued following the In-Progress Grade Policy (p. 29).

Comprehensive Qualifying Examinations

In most programs, a doctoral student must successfully complete a comprehensive examination prior to beginning formal work on his or her dissertation. Each of the doctoral programs determines the format and scope of the comprehensive exam. Students must register for CCD 697 Comprehensive/Qualifying Doctoral Exam Continuation for each term in which they have no
other registration, but have not yet passed their comprehensive exams. At least two faculty members and the program director (or designee) of the respective program evaluate the exam. The program director notifies the student in writing concerning the results of the exam. The program director will inform the NCE Director of Doctoral Programs and the student’s advisor of the final outcome. Once a student has passed the comprehensive examination he or she is eligible to register for ESR 604 Dissertation Proposal Seminar and CCD 699 Dissertation. If a student fails the comprehensive examination, the student will not be allowed to proceed to dissertation.

Dissertation Requirements

Doctoral students should demonstrate the competencies associated with a traditional dissertation including:

- The ability to analyze, synthesize, interpret and discuss the implications of existing literature on a well-defined question
- The ability to formulate, pose and justify a researchable problem or issue
- The ability to develop an appropriate research design and methodology
- The ability to interpret, analyze, synthesize and discuss the assumptions, contributions and limitations of existing as well as one’s own research

Continuous registration is required until the written dissertation is complete. 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 who wish to be reinstated must file a re-entry form with the Office of Admissions and Records and submit a written petition to the Academic Policies Committee stating the reason for their inactivity.

Dissertation Completion

Students planning to complete all doctoral requirements prior to the June, September, December, or April degree dates must adhere to the following time-line:

- Final dissertation hearing must take place no fewer than four weeks prior to the degree date
- The final bound copy of the dissertation must be received by the University Library at the Lisle Campus no fewer than five business days before the degree date
- Students obtain approval from the committee to schedule the final hearing, submit the Form to Schedule Dissertation Approval Meeting, and submit a copy of the final document to the Director of Doctoral Program and the Dean’s Representative, no fewer than three weeks prior to the final hearing date
- Students should plan to complete a final draft of the dissertation and obtain approval for scheduling a final hearing no fewer than seven weeks prior to the degree date
- Students wishing to participate in June commencement hooding ceremonies must have their final hearing on or before April 30
- Students who have their hearing after the April 30 deadline will be invited to participate in the June commencement ceremony the following year

Doctoral Handbook

Additional procedures and policies regarding the doctoral programs are included in the Doctoral Handbook. Students are to consult both the University Course Catalog and the Doctoral Handbook to determine program requirements. The Handbook is available on the NCE website at http://nlu.nl.edu/nce/departments/doctoral-programs/upload/Doctoral-Hand-Book.pdf.

Curriculum and Social Inquiry, Ed.D.

The Curriculum and Social Inquiry (CSI) doctoral program is designed to prepare high level scholar-practitioners for curriculum leadership positions in schools and other educational communities. The program emphasizes engagement in processes of critical reflection about issues of curriculum in relation to the school community and society.

Program Details:

- Requires 63 SH for completion
- Requires comprehensive examination
- Requires a dissertation

Required Courses

Doctoral Core - 6 SH
CCD 610A  Doctoral Core I
CCD 610B  Doctoral Core II

Research and Dissertation - 21 SH
ESR 604  Dissertation Proposal Seminar
ESR 610  Paradigms of Research
ESR 612  Empirical/Analytic Research I
ESR 614  Interpretive/Critical Research I
ESR 616  Empirical/Analytic Research II
or
ESR 618  Interpretive/Critical Research II
and
CCD 699A  Dissertation: Curriculum and Social Inquiry

Curriculum and Social Inquiry Core - 21 SH

CSI 600  Curriculum Theory: Historical, Philosophical and Political Issues
CSI 601  Cultures of Schools and Communities
CSI 602  Curriculum Theory: Contemporary Issues and Practices
CSI 603  Curriculum Planning, Organization and Evaluation
CSI 605  Professional Development and School Change
CSI 693  Curriculum Seminar

Program Electives - 15 SH
Choose 15 SH of NCE graduate courses in consultation with the doctoral advisor

Comprehensive Examination

The Curriculum and Social Inquiry Doctoral Program Qualifying Exam, the comprehensive examination, is taken after completion of the doctoral, research, and program core classes. Students must pass the Qualifying Exam prior to formal work on the dissertation and advancement to candidacy for the Ed.D. degree.

Disability and Equity in Education, Ed.D.

Social equity and justice require action and social action requires leaders who are critically reflective, future-oriented thinkers willing to take risks and accept responsibilities for enacting the vision of a just society. The heart of the Disability and Equity in Education doctoral program is a commitment to working actively and strategically toward social justice and equity in schools, communities, policy, politics and practice.

This program is designed for those interested in exploring the historical, political, social, cultural, pedagogical and philosophical values, beliefs and processes that have constructed disability in education. The Disability and Equity in Education program prepares educators for roles in higher education, teacher education, research, community leadership or public policy analysis.

In addition to National College of Education

Doctoral Admissions Requirements (p. 141), applicants must:

- Present a portfolio
- Respond to essay questions
- Demonstrate strong evidence of leadership in an educational field

Program Details:

- Requires 57 SH for completion
- Requires comprehensive examination
- Requires a dissertation

Required Courses

Doctoral Core - 6 SH
CCD 610A  Doctoral Core I
CCD 610B  Doctoral Core II

Research and Dissertation - 21 SH
ESR 604  Dissertation Proposal Seminar
ESR 610  Paradigms of Research
ESR 612  Empirical/Analytic Research I
ESR 614  Interpretive/Critical Research I
ESR 616  Empirical/Analytic Research II
or
ESR 618  Interpretive/Critical Research II
CCD 699E  Dissertation: Disability and Equity in Education

Disability and Equity in Education Core - 21 SH
DEE 601  Traditions, Assumptions and Paradigms
DEE 602  Policy and Critical Policy Analysis
DEE 603  Activism and Inclusion in Democratic Education
DEE 604  Politics of Assessment
DEE 605  History of Disability in Education
DEE 693  Disability Studies in Education Seminar
DEE 690  Seminar: Special Topics in Disability and Equity in Education

Disability and Equity in Education Electives - 9 SH
Choose 9 SH of elective courses with CSI (p. 249), RLR (p. 377), RLL (p. 372), RLW (p. 380), RLD (p. 371), EDL (p. 262), EPD (p. 275), EPS (p. 277), TIE (p. 403), CCD (p. 236) or SPE (p. 393) prefixes

Note: Other electives are acceptable, as approved by the doctoral advisor.
Comprehensive Examination

The comprehensive examination is taken after completion of the doctoral, research and program core classes (with the exception of the last research course). Students must pass the comprehensive examination prior to formal work on the dissertation and advancement to candidacy for the Ed.D. degree.

Educational Leadership, Ed.D.

This program is designed to prepare individuals to serve in school and school district leadership roles in the areas of administration and supervision. By combining coursework and internship experiences, the program integrates theory, research and practice into a cohesive plan of study for educational leaders.

While the coursework for both of the below options is the same, applicants must specify which is appropriate for their needs.

The Educational Leadership Superintendent option is for students who are seeking the Superintendent Endorsement in addition to earning the doctoral degree. Students choosing this option must hold an Illinois Type 75, Wisconsin Type 51 or other state-approved principal's certification upon admission. Students admitted to this option must complete all 60 SH of the program, including EDL 690 Educational Leadership Internship, and are then eligible to apply for the Illinois or Wisconsin Superintendent Endorsement.

The Educational Leadership option is for students not seeking the Superintendent Endorsement. Students choosing this option may be admitted without an Illinois Type 75, Wisconsin Type 51 or other state-approved principal's certification. This option, however, does not lead to certification or endorsement, either principal or superintendent, upon completion of the doctoral program. Students admitted to this option must complete all 60 SH of the program, including EDL 690 Educational Leadership Internship, but are not eligible to apply for principal certification or the Superintendent Endorsement.

Students taking this option may, in the future, complete the Administration and Supervision, Ed.S. (p. 112) leading to the Type 75 certificate in Illinois, or Type 51 in Wisconsin and then the superintendent endorsement (subsequent certification).

In addition to National College of Education Doctoral Admissions Requirements (p. 141), applicants must:

- Submit a resume
- Submit official scores for the Graduate Record Examination (GRE)

Program Details:

- Requires 60 SH for completion
- Requires an internship
- Requires a dissertation
- Candidates may transfer in up to 12 SH of coursework from another doctoral program if approved by faculty and not part of a completed degree program. Applicants who have completed the Administration and Supervision, Ed.S. degree at NLU may transfer a maximum of 6 SH of internship credit toward the doctoral degree upon the approval of the director of the Educational Leadership doctoral program or designee.

Required Courses

Research and Dissertation - 21 SH

EDL 628    Organizational Inquiry
EDL 630    Understanding and Using Educational Research
or
ESR 630    Understanding and Using Educational Research
and
EDL 632    Understanding and Using Educational Research
or
ESR 632    Data-driven Decision Making
CCD 699B    Dissertation: Educational Leadership

Note: CCD 699B must be taken for 12 SH.

Educational Leadership Core - 39 SH

EDL 601    School Financial Management
EDL 604    Administrative Issues for Pluralistic Schools
EDL 605    Leading Change
EDL 606    Principles and Fundamentals of School Leadership
EDL 608    Community Engagement
EDL 620    School Leadership: Policy and Politics
EDL 622    Curriculum Planning, Organization, and Evaluation
EDL 624    Professional Development and School Change
EDL 626    Instructional Leadership
EDL 690    Educational Leadership Internship
Educational Psychology/Human Learning and Development, Ed.D.

This program is designed to help students integrate theory, research and practice in the field of psychology and education. It helps prepare graduates for leadership and research positions in a broad range of educational settings, universities and continuing education programs for adults. Those whose undergraduate and master’s degrees are not in psychology may be required to complete prerequisites in addition to the requirements below.

In addition to National College of Education Doctoral Admissions Requirements (p. 141), applicants must:

- Submit a professional resume or curriculum vita describing relevant background and work experiences
- Submit official scores from the Graduate Records Examination (GRE)

Program Details:

- Requires 63 SH for completion
- Requires comprehensive examination
- Requires a dissertation

Required Courses

Doctoral Core - 6 SH

CCD 610A  Doctoral Core I
CCD 610B  Doctoral Core II

Educational Psychology/Human Learning and Development Core - 15 SH

EPD 659  Studies in Family-School Partnerships and Relationship-Building
EPD 660  Advanced Studies in Cognition: Learning and Knowledge as Social Practices
EPD 667  Advanced Studies in Cognition: Learning through Design-Based Research in Schools
EPD 668  Interpersonal Relationship in Culturally Diverse Educational Environments
EPD 669  Advanced Studies in Problem-Solving Special Education and School Psychology Service Delivery Systems

Educational Psychology/Human Learning and Development Minor Concentration - 12 SH

In consultation with a doctoral advisor, choose 12 SH in one or two areas of minor concentrations which are designed to provide breadth of knowledge in areas relevant to Educational Psychology

Program Electives - 9 SH

Choose 9 SH of NCE graduate courses in consultation with a doctoral advisor

Research and Dissertation - 21 SH

ESR 604  Dissertation Proposal Seminar
ESR 610  Paradigms of Research
ESR 612  Empirical/Analytic Research I
ESR 616  Empirical/Analytic Research II
or
ESR 618  Interpretive/Critical Research II
and
CCD 699D  Dissertation: Educational Psychology

Comprehensive Examination

The comprehensive examination is taken after completion of the doctoral, research and program core classes (with the exception of the last research course). Students must pass the comprehensive examination prior to formal work on the dissertation and advancement to candidacy for the Ed.D. degree.

Reading and Language, Ed.D.

This program is designed to prepare graduates who are interested in school-based leadership positions, advanced clinical work or college-level teaching. Rigorous coursework and carefully supervised internships in clinical supervision, teaching, research, staff development and evaluation constitute the core of the preparation experience.

In addition to National College of Education Doctoral Admissions Requirements (p. 141), applicants must:

- Submit official scores for the Graduate Record Examination (GRE)
- Have prior reading coursework
- Have teaching experience or certification
- Have one graduate course in beginning reading
- Have a second graduate course in comprehension or secondary/content area reading
- Have a course in linguistics
- Have a course in writing instruction
- Note: For promising candidates not demonstrating such preparation, appropriate coursework is required as a pre- or post-admission requirement
Program Details:
- Requires 63 SH for completion
- Requires an internship
- Requires comprehensive examination
- Requires a dissertation

Required Courses
Doctoral Core - 6 SH
CCD 610A  Doctoral Core I
CCD 610B  Doctoral Core II
Research and Dissertation - 21 SH
ESR 604  Dissertation Proposal Seminar
ESR 610  Paradigms of Research
ESR 612  Empirical/Analytic Research I
ESR 614  Interpretive/Critical Research I
ESR 616  Empirical/Analytic Research II
or
ESR 618  Interpretive/Critical Research II
and
CCD 699C  Dissertation: Reading and Language
Internship - 6 SH
RLD 690  Advanced Internship in Literacy
Reading and Language Core - 12 SH
RLD 600  Language and Linguistics and Literacy
RLD 601  Research in Early Literacy
RLD 602  Reading Comprehension: Reach and Application
RLD 607  Theory and Research in Writing
Additional Reading and Language Core - 4-5 SH
Choose two of the courses below:
RLD 603  Historical Issues in Literacy Research
RLD 604  Current Issues in Literacy Research
RLD 606  Instruction and Staff Development in Reading and Language
Program Electives - 7 SH
Choose 7 SH of elective courses with RLD (p. 371), RLL (p. 372), RLR (p. 377), RLS (p. 380) or RLW (p. 380) prefixes in consultation with a doctoral advisor
Additional Program Electives - 6–7 SH
Choose 6-7 SH of graduate NCE courses in consultation with a doctoral advisor
Note: Students who do not hold a Type 10 Reading Certificate or 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.

Comprehensive Examination
The comprehensive examination is taken after completion of the doctoral, research and program core classes (with the exception of the last research course). Students must pass the comprehensive examination prior to formal work on the dissertation and advancement to candidacy for the Ed.D. degree.

School Psychology, Ed.D.
This program prepares graduates to work as school psychologists in schools and potentially other clinical settings, to develop breadth or depth in the knowledge and skills of evidence-based practices with schools and families, expand their skills in evaluating and conducting research or to pursue higher education positions.

Students who successfully complete the Ed.D. may be eligible for Illinois Type 73 School Psychology Certification if they have not previously been certified, but likely would be required to complete additional courses. They also may be eligible for certification by the National Association of School Psychologists (NASP) as Nationally Certified School Psychologists (NCSP) and the Illinois Clinical Psychology license.

Faculty review student progress annually to provide formative evaluation and prepare for the next phase of the program using a combination of course grades, portfolio assessments, field-based competencies and professional dispositions assessment.

In addition to National College of Education Doctoral Admissions Requirements (p. 141), applicants must:
- Submit at least 3 letters of recommendation, with at least two strongly recommended to come from previous university professors that are academic in nature, regarding the applicant’s capacity for graduate work
- Submit a professional resume or curriculum vitae describing relevant background and work experiences
- Submit scores from the General Aptitude Section of the Graduate Record Examination (GRE) taken within the last 5 years
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
• Note: Applicants may apply to the Ed.D. degree at the time they apply to the M.Ed master’s degree
• Note: Applicants who already hold a master’s degree from a regionally accredited institution may apply to the Ed.D. per required admission criteria

Program Details:
• Requires 63 SH for completion
• Requires comprehensive examination
• Requires a dissertation
• Requires a full-school year (9–12 month), paid internship in public schools or approved clinical settings

Required Courses
Research and Dissertation - 21 SH
ESR 604 Dissertation Proposal Seminar
ESR 610 Paradigms of Research
ESR 612 Empirical/Analytic Research I
ESR 614 Interpretive/Critical Research I
ESR 616 Empirical/Analytic Research II
or
ESR 618 Interpretive/Critical Research II
CCD 699F Dissertation: School Psychology

School Psychology Core - 29 SH
EPS 654 Multi-Tiered Systems of Support in Mental Health
EPS 659 Studies in family-school partnerships and relationship-building
EPS 668 Diversity and Multiculturalism in Schools
EPS 669 Multi-Tiered Systems of Services and Supports as a Vehicle for School Change
EPS 670 Fundamentals of Supervision
EPS 690 Doctoral Internship in School Psychology
EPS 692 Doctoral Practicum in School Psychology

Program Electives - 13 SH
Choose 13 SH of NCE graduate courses with the approval of a doctoral advisor

Comprehensive Examination
The comprehensive examination is taken after completion of the doctoral, research and program core classes (with the exception of the last research course). Students must pass the comprehensive examination prior to formal work on the dissertation and advancement to candidacy for the Ed.D. degree.

Non-Degree Certifications and Endorsements
NLU offers coursework that may lead to state certifications, endorsements and approvals. These certifications, endorsements and approvals have additional requirements beyond coursework.
For details on initial certification, visit Certifications and Endorsements at NLU.
For details on subsequent certification, endorsement and approvals, visit the Illinois State Board of Education.

Bilingual Education Approval or Endorsement
NLU courses meet the Illinois standards for approval or endorsement in Bilingual Education. Earning the approval or endorsement calls for both coursework and fulfilling additional requirements. Students are not required to be admitted to NLU if earning the approval or endorsement independently of any degree program or certificate.

Coursework:
• 18 SH per the tables below
• A grade of “C” or better in all coursework is required

Additional requirements:
• A valid and active teaching certificate
• 100 clock hours of clinical experience or 3 months’ teaching experience with limited English proficient students (20 clinical/clock hours in may be earned in each course)
• Proficiency in a foreign language, as demonstrated in the Illinois Target Language Proficiency Exam, is required for the endorsement
• Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses
Bilingual Education Approval or Endorsement Courses - 15 SH
CIL 500 Foundations of ESL and Bilingual Education
CIL 505 Methods and Materials for Teaching
### English as a Second Language

- **CIL 506** Methods and Materials for Teaching Bilingual Education
- **CIL 510** Assessment of ESL and Bilingual Education Students
- **CIL 531** Cross Cultural Education

**Bilingual Education Approval or Endorsement Electives - 3 SH**

Choose 3 SH from the courses below:

- **CIL 501** Introduction to Linguistics for TESOL
- **CIL 511** Family Literacy for Linguistically and Culturally Diverse Learners
- **CIL 512** Reading in a New Language: Linguistic Considerations
- **CIL 532** Technology Instruction for Linguistically and Culturally Diverse Students

### Director of Special Education Endorsement

Individuals who earn the Type 75 Administrative Certificate are eligible for the Director of Special Education Endorsement by meeting the following state requirements:

- Administrative Certificate (Type 75)
- Master’s degree
- Required courses (30 SH distributed among these areas)

### Required Courses

**Introduction to Exceptional Children and Adolescents/Special Education**

- **SPE 500** Introduction to Exceptional Children and Adolescents/Special Education

**Special Methods Course in Three Areas of Exceptionality**

- **SPE 507** Methods of Social/Emotional Support
- **SPE 509** Literacy Instruction for Students with Disabilities
- **SPE 527** Differentiated and Individualized Curriculum and Instruction
- **SPE 523** Mathematics Instruction for Students with Disabilities
- **SPE 502** Language Development and Challenges in Children and Adolescents
- **SPE 542** Methods of Teaching Students with Moderate to Severe Mental Handicap

**Educational Psychological Diagnosis and Remedial Techniques**

- **SPE 501** Educational and Diagnostic

### Assessment of Exceptional Children and Adolescents

- **Guidance and Counseling**
  - **HSC 534** School Counseling: Theory, Issues and Practice

### Administration and Supervision of Programs for Exceptional Children and Adolescents

- **SPE 561** Administration and Supervision of Programs for Exceptional Children, Adolescents and Young Adults

### Early Childhood Education Subsequent Certification (Type 04 Certification)

Teachers who have 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 have only a teaching certificate from another state or who have only a temporary, substitute or other specialized teaching certificate are not eligible for this program. Candidates for subsequent certification must be admitted to NLU.

Eligible candidates begin by completing ECE 569 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. A faculty team from the new certification area will review the portfolio and determine additional requirements for the certification. 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, ECE 575, 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.

### In addition to National College of Education Graduate Admission Requirements (p. 106), applicants must:

- Submit official scores from the Miller Analogies Test (waived if applicant has a master’s degree)
- Have a minimum GPA of 3.0 in the last 60 hours of coursework
- Have valid and current Illinois teacher certification
- Note: Applicants who were certified originally out-of-state or before 1994 need to pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
• Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

ECE 569 Portfolio Development for Subsequent Certification

ECE 575 Subsequent Certification Practicum

Note: Additional courses are selected in collaboration with an advisor to complete certification standards.

Early Childhood Special Education Approval

Students may earn an Early Childhood Special Education Letter of Approval on a Type 04 Early Childhood certificate or a Special Education certificate by having the following four courses required by the Illinois State Board of Education.

Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

SPE 510 Early Childhood Special Education Language Development and Challenges

SPE 532 Early Childhood Special Education Curriculum, Instruction and Methods

SPE 533 Early Childhood Special Education Diagnostic Assessment

SPE 534 Early Childhood Special Education--Collaboration, Family and Community

Elementary Education Subsequent Certification

Teachers who have 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 have only a teaching certificate from another state or who have only a temporary, substitute or other specialized teaching certificate are not eligible for this program. Candidates for subsequent certification must be admitted to NLU.

Eligible candidates begin by completing ELE 569 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. A faculty team from the new certification area will review the portfolio and determine additional requirements for the certification. 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, ELE 575, 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.

In addition to National College of Education Graduate Admission Requirements (p. 106), applicants must:

• Submit official scores from the Miller Analogies Test (waived if applicant has a master's degree)

• Have a minimum GPA of 3.0 in the last 60 hours of coursework

• Have valid and current Illinois teacher certification

• Note: Applicants who were certified originally out-of-state or before 1994 need to pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)

• Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

ELE 569 Portfolio Development for Subsequent Certification

ELE 575 Subsequent Certification Practicum

Note: Additional courses are selected in collaboration with an advisor to complete certification standards.

English as a Second Language Approval or Endorsement

National Louis University courses meet the Illinois standards for approval or endorsement in English as a Second Language. Earning the approval or endorsement calls for both coursework and fulfilling additional requirements. Students are not required to be admitted to NLU if earning the approval or endorsement independently of any degree program or certificate.

Coursework:

• 18 SH per the tables below

Additional requirements:

• A valid and active teaching certificate
• 100 clock hours of clinical experience or three months of teaching experience with limited English proficient students (20 clinical/clock hours in may be earned in each course)

• Note: Candidates may be eligible for federal financial aid. Consult the Financial Aid office for more information.

Required Courses
English as a Second Language Approval or Endorsement Courses - 15 SH
CIL 500 Foundations of ESL and Bilingual Education
CIL 505 Methods and Materials for Teaching English as a Second Language
CIL 510 Assessment of ESL and Bilingual Education Students
CIL 531 Cross Cultural Education
CIL 501 Introduction to Linguistics for TESOL or
CIL 512 Reading in a New Language: Linguistic Considerations

English as a Second Language Concentration-Electives - 3 SH
Choose 3 SH from the below courses:
CIL 501 Introduction to Linguistics for TESOL
CIL 511 Family Literacy for Linguistically and Culturally Diverse Learners
CIL 512 Reading in a New Language: Linguistic Considerations
CIL 532 Technology Instruction for Linguistically and Culturally Diverse Students

Learning Behavior Specialist I (LBS I) Approval/Endorsement
The LBS I approval is for teachers with a valid Illinois teaching certificate in Early Childhood (K–3), Elementary Education (K–9) or Secondary Education (6–12). An approval is valid for a maximum of three years. In order to earn an endorsement, candidates must pass the LBS I content test. Endorsements are valid for the life of the certificate.

Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses
SPE 500 Introduction to Exceptional Children and Adolescents/ Special Education
SPE 501 Educational and Diagnostic

Learning Behavior Specialist II (LBS II) Approval/Endorsement
National College of Education offers two non-degree special education programs that address state standards-based requirements needed to demonstrate competency in the area of Learning Behavior Specialist II (LBS II) for the Curriculum Adaptation Specialist and Technology Specialist. These certifications are only available to teachers who have an LBS I certificate.

In addition to National College of Education Graduate Admission Requirements (p. 106), candidates must:
• Have a valid Illinois LBS I teaching certificate
• Pass the Illinois APT Test

Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

LBS II Curriculum Adaptation Specialist
The LBS II Curriculum Adaptation Specialist prepares candidates to select or design accommodations and adaptations to the general curriculum and instruction for students with disabilities, ages 3–21. The program prioritizes translating research into practice, fostering collaboration among professionals, selecting and designing curricular and instructional adaptations and making curriculum-based assessments.

LBS II Technology Specialist
The LBS II Technology Specialist prepares certificate candidates to identify, obtain and teach with assistive technologies for K–12 students with disabilities. Candidates will be prepared to assess a student’s technology needs and to integrate such technology into the daily instruction and routine for the student. The program will prepare candidates to provide consultation to colleagues and families regarding technologies. Candidates completing the certificate program will have met the LBS II Content Area Standards for Technology Specialist. The program prioritizes translating research into practice, fostering collaboration among professionals, integrating technology into instruction and coordinating interdisciplinary services and case management within the school.
Required Courses

LBS II Curriculum Adaptation Specialist - 12 SH
SPE 554  Application of Learning Theories in Student Centered Learning Environments
SPE 555  Differentiated Instruction in the Least Restrictive Environment
SPE 556  Planning and Designing Responsive Learning Environments
SPE 590  Special Education Clinical Internship

Note: Students must take SPE 590A three times for 1 SH each to equal 3 SH.

LBS II Technology Specialist - 12 SH
SPE 546  Foundations of Assistive Technology
SPE 547  Assistive Technology for the Universal Design Classroom
SPE 548  Applications of Assistive Technology
SPE 590  Special Education Clinical Internship

Note: Students must take SPE 590A three times for 1 SH each to equal 3 SH.

Library Information Specialist Endorsement

NLU courses meet the Illinois standards for the Library Information Specialist K–12 Endorsement. Earning the endorsement calls for both coursework and fulfilling additional requirements. Candidates are referred to the website of the Illinois State Board of Education for specific requirements, updates and amendments. Students are not required to be admitted to NLU if earning the endorsement independently of any degree program or certificate.

Coursework:

• 24 SH of content coursework (see the tables below for specific courses)

• A minimum grade of “C” in all coursework

Additional requirements:

• Candidates must have valid and active Illinois educator credentials (early childhood education, elementary, secondary or special type 10 certificate)

• Candidates must pass Content Test 175

• Candidates must have two middle school courses or must show a middle school endorsement on their certificate for Type 03 (grades 5–8) and Type 09 (grades 6–8) certificates

• Note: Candidates are eligible for federal financial aid only for courses used for a degree in which the candidate is simultaneously enrolled.

Recommended School Library Information Specialist (LIS) Courses

RLS 510  Introduction to School Libraries
RLS 511  School Library Collection Development
RLS 512  School Library Administration and Advocacy
RLS 513  Organizational Knowledge of Library Materials
RLS 514  Teaching Research to Children and Adolescents
RLS 591  Supervised Experience in School Libraries

Note: RLS 591 can be taken for a total of 2 SH.

Recommended Courses from the Language and Literacy Education Program

RLL 520  Survey of Literature for Children and Adolescents
RLL 528  Survey of Multicultural Literature K–12
RLL 522  Adolescent Literature
RLL 523  Storytelling
RLL 595  Special Topics/Language Arts

Recommended Courses from the Technology in Education Program

TIE 533  Technology Based Analysis and Databased Decision Making
TIE 535  Instructional Design for Integrating Technology across the Curriculum
TIE 536  Integrating Technology across the Curriculum and
TIE 542  Designing Internet Resources for Teaching and Learning
TIE 553  Computer Images and Videos as Classroom Resources
TIE 585  Workshop/Technology in Education/Instructional Practices

Note: The total minimum semester hours leading to the Library Information Specialist Endorsement is 24 SH.

Reading Teacher Endorsement

The reading sequence of courses at NLU fulfills the State of Illinois guidelines for the preparation of Reading Teachers. Candidates are referred to the
website of the Illinois State Board of Education for specific requirements, updates and amendments.

**Coursework:**
- 24 SH of Reading courses
- A grade of “C” or better in all coursework is required
- Practicum

**Additional requirements:**
- Candidates must pass the Reading Teacher Test #177 or Reading Specialist test #176
- Candidates must be admitted to Reading, M.Ed. (p. 129), Reading, M.S.Ed. (p. 130) or Reading C.A.S. (p. 130) program
- Teacher certification
- Membership in professional literacy organization
- An electronic portfolio
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

### Required Courses

**Reading Program - 20 SH**

- RLR 501 Teaching Beginning Reading
- RLR 502 Teaching Comprehension and Content Reading
- RLR 541 Teaching Writing
- RLL 520 Survey of Literature for Children and Adolescents
- RLL 528 Survey of Multicultural Literature K-12
- RLR 510 Diagnosis and Assessment of Reading
- RLR 511 Corrective Techniques for the Reading Specialist
- RLR 592A Practicum in Remedial Reading A: Elementary
- RLR 592B Practicum in Remedial Reading B: Grades 6-12

**Reading Electives - 9 SH**

Choose 9 SH from RLL (p. 372), RLR (p. 377), RLS (p. 380), RLW (p. 380) courses with advisor approval.

**School Counseling Certification (School Service Personnel Type 73)**

NLU courses meet the Illinois standards for School Service Personnel (School Counseling) Certification. Earning the certification calls for both coursework and fulfilling additional requirements. Candidates are referred to the website of the Illinois State Board of Education for specific requirements, updates and amendments.

**In addition to the College of Arts and Sciences Graduate Admission Requirements (p. 77), applicants must:**
- Have a master's degree in clinical counseling or in an equivalent clinical program
- Submit official transcripts from all institutions attended
- Submit the results of the Watson-Glaser Critical Thinking Appraisal
- Submit three letters of recommendation
- Complete an admission interview with a faculty member
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Submit a written response to questions provided by the Office of Admissions

**Coursework:**
- 12 SH OR 22 SH—Additional courses, as determined by an individual evaluation with the Counseling faculty, may be required
- A grade of “B” or better in all coursework is required
- Practicum
- An internship
- Candidates must fulfill coursework for one of two options: Course requirements for candidates who hold a teaching certificate OR Course requirements for candidates who do not hold a teaching certificate

**Additional requirements:**
- Note: Candidates are eligible for federal financial aid only for courses used for a degree in which the candidate is simultaneously enrolled
- Note: This program is offered jointly through the College of Arts and Sciences and the National College of Education
- Those who hold the Masters of Science in Counseling from NLU must retake HSC 581 and
HSC 582 in order to fulfill the internship requirement for this certification

Required Courses
Course Requirements for Candidates Who Hold a Teaching Certificate - 12 SH
HSC 534 School Counseling: Theory, Issues and Practice
HSC 533 Counseling Practicum
HSC 581 Internship I
HSC 582 Internship II
Course Requirements for Candidates Who Do Not Hold a Teaching Certificate - 22 SH
EPS 539 Foundations of Behavioral Support
EPS 509 Structure and Organization of the Educational System for School Counselors
LAP 506 Advanced Human Development
SPE 500 Introduction to Exceptional Children and Adolescents/Special Education
HSC 534 School Counseling: Theory, Issues and Practice
HSC 533 Counseling Practicum
HSC 581 Internship I
HSC 582 Internship II

Secondary Education Subsequent Certification (Type 09 or 10 Certification)
Teachers who have 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 have only a teaching certificate from another state or who have only a temporary, substitute or other specialized teaching certificate are not eligible for this program. Candidates for subsequent certification must be admitted to NLU.

Eligible candidates begin by completing SEC 569, 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. A faculty team from the new certification area will review the portfolio and determines additional requirements for certification. 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, SEC 575, 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.

In addition to National College of Education Graduate Admission Requirements (p. 106), applicants must:

- Submit official scores from the Miller Analogies Test (waived if applicant has a master’s degree)
- Have a minimum GPA of 3.0 in the last 60 hours of coursework
- Have valid and current Illinois teacher certification
- Fulfill the subject area-specific requirements as specified below
- Note: Applicants who were certified originally out-of-state or before 1994 need to pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Biological Science:

- Have a grade point average of 3.0 or better in Biology coursework
- Have 12 SH of upper division courses in Biology
- Pass the Content Test in Biology
- A major in Biology from a regionally accredited institution or a minimum of 24 SH of coursework in Biology with 10 SH of laboratory courses and at least one course in each of the areas listed below:
  - One course in Chemistry
  - One course in Earth Science/Space Science
  - One course in Environmental Science
  - One course in Physics
  - 6 SH in Math—must be above College Algebra

English/Language Arts:

- Have a grade point average of 3.0 or better in English coursework
- Have 32 SH of coursework in English (12 SH of upper division courses)
- Pass the Content Test in English/Language Arts
• 9 SH in Writing Skills: 6 SH of Composition (Comp I/II, advanced writing courses, or writing-intensive courses) and 3 SH of Creative Writing

• 17 SH must be in Literature with one course in each of the following areas:
  • Introduction to Literary Criticism
  • American Literature
  • English Literature
  • Nonwestern or Ethnic American Literature
  • Shakespeare
  • Poetry or Adolescent Literature

• 6 SH can be in writing, literature, speech or journalism

Foreign Languages:

• Choose a foreign language designation from one of the following: Chinese (Cantonese), Chinese (Mandarin), French, German, Hebrew, Italian, Japanese, Korean, Latin, Russian or Spanish

• Have a grade point average of 3.0 or better in foreign language designation coursework

• Have 32 SH of coursework in foreign language designation (12 SH of upper division)

• Pass the ACTFL foreign language oral proficiency exam

• Pass the foreign language designation test

• Beginning Language I & II in the designation language

• Intermediate Language I & II in the designation language

• One course in each of the following areas in the designation language:
  • Grammar and Composition
  • Introduction to Literature
  • Introduction to History and Culture

Mathematics:

• Have a grade point average of 3.0 or better in Mathematics coursework

• Have 32 SH of coursework in Mathematics (12 SH of upper division courses)

• Pass the Content Test in Mathematics

• CALCULUS (6 SH)—These courses should cover the topics of limits, continuity, differentiation and applications of integration and possibly some topics from analytic geometry. The use of calculus in solving real life problems with technology should be emphasized. The courses meeting this requirement should be sequential in nature.

• FOUNDATIONS OF GEOMETRY (or COLLEGE GEOMETRY) (3 SH)—This focuses on major concepts of Euclidean geometry, with introduction of non-Euclidean geometry, including the study of axiom and postulate-based deductive systems and the development of mathematical conjectures and proofs. The construction and representation of two and three-dimensional shapes is included as perspective drawings, or physical models, and as virtual representations, using dynamic geometry applications.

• GEOMETRY (3 SH)—Courses such as projective, affine and topology fit here. Three semester hours of an analytic geometry that was integrated in a calculus sequence may be placed here. These three semester hours of geometry must be upper (300/400/graduate) level.

• NUMBER THEORY (3 SH)—Courses should contain number theory, comparisons of numbers and number systems, and representation/application of complex numbers. Courses with titles such as group theory, ring theory and field theory will also fit in this area.

• MODERN/ABSTRACT ALGEBRA (3 SH)—Courses within this area should contain the development of the real number system and its subsystems and the analysis and explanation of procedures used for operations involving integers, rational, real and complex numbers. The use of technology to demonstrate and apply the properties of real numbers and their use in solving real life problems should also be included in this course.

• LINEAR ALGEBRA (3 SH)—The content of the course should include matrices and their operations, solutions of systems and equations, vector spaces, linear transformation, eigen values and eigenvectors with a focus on the use of linear algebra in solving real life problems. A course in matrix algebra or matrix theory will fit in this area.

• DISCRETE MATHEMATICS (3 SH)—Coursework within this area will involve the elements of graph theory, recurrence relations, finite difference approaches, linear programming and combinatorics. Coursework can also contain discrete structures and the application of algorithms. Courses with titles such as finite math, logic, data structures and discrete structures would also fit in this area.
PROBABILITY & STATISTICS (3 SH)—Coursework in this area should contain the treatment of topics as mutually exclusive events, independent and dependent events, conditional probability, combinatorics, random variables, sampling methods, confidence intervals, inferential statistics, distributions and correlation. Estimating probabilities and data representation using graphing calculators or statistical software should also be covered in this course. A statistics in other areas (business, economics, etc.) may be placed here.

HISTORY OF MATHEMATICS (3 SH)—This course provides a study of the historical development of the central concepts of mathematics from early times to the present. Students analyze the accomplishments of significant mathematicians within historical, cultural, and scientific contexts, including contributions from diverse cultures.

MATH ELECTIVES (2 SH)—any college-level math electives if needed to reach 32 SH

Physical Science:

- Choose a designation from one of the following: Chemistry, Earth Science, Environmental Science or Physics
- Have a grade point average of 3.0 or better in designation coursework
- Have 32 SH of coursework in Science (12 SH of upper division)
- Have a major from a regionally-accredited institution (or minimum 24 SH) in a single designated area (10 SH of laboratory coursework for students who don’t have major in the designated area)
- Have at least one course in Biology and each of the other designations
- Have 6 SH in Math—must be above College Algebra. Courses that will count include Trigonometry, Differential Equations, Advanced Algebra, Statistics and other upper level Math courses.
- Pass the Content Test in designation area

Social Studies:

- Choose a designation from one of the following: Economics, Geography, History, Political Science, Psychology, Sociology/Anthropology or Broad-based Social Science
- Have a grade point average of 3.0 or better in designation course work
- Have 32 SH of coursework in Social Studies (12 SH of upper division)
- Submit a passing score in at least five of the six categories (including the designation area) on the Praxis II Social Studies Content Knowledge Examination taken within the past 10 years. Students who pass more than three, but fewer than five categories (including the area of endorsement) will be considered for four-course review admission status.
- A major from a regionally accredited institution in one of the designation areas, minimum 24 SH (Economics, Geography, History, Political Science, Psychology or Sociology/Anthropology)
- At least one course in each of the additional areas listed below (excluding the area of designation):
  - Economics
  - Geography
  - Political Science
  - Psychology
  - Sociology/Anthropology
  - U.S. History
  - World History
  - A course with a nonwestern focus
- Candidates who do not have a major in one of the designations of Economics, Geography, History, Political Science, Psychology or Sociology/Anthropology may choose the Broad-based Social Science endorsement. Candidates must fulfill all of these areas:
  - 18 SH of History including the minimum of two U.S. History courses and one in Nonwestern/World History (can be Africa, Asia, Caribbean, Central and South America or Pacifica)
  - One course in Economics
  - One course in Geography
  - One course in Political Science
  - One course in Psychology
  - One course in Sociology/Anthropology
  - Pass the Content Test (114)

Required Courses

SEC 569 Portfolio Development for Subsequent Certification
SEC 575 Subsequent Certification Practicum
Note: Additional courses are selected in collaboration with an advisor to complete certification standards.

Special Education Subsequent Certification (Type 10 Certification)

Teachers who have 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 have only a teaching certificate from another state or who have only a temporary, substitute or other specialized teaching certificate are not eligible for this program. Candidates for subsequent certification must be admitted to NLU.

Eligible candidates begin by completing SPE 569 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 special education certification. A faculty team from the new certification area reviews the portfolio and determines additional requirements for certification. 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, SPE 575, 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.

In addition to National College of Education Graduate Admission Requirements (p. 106), applicants must:

- Submit official scores from the Miller Analogies Test (waived if applicant has a master’s degree)
- Have a minimum GPA of 3.0 in the last 60 hours of coursework
- Have valid and current Illinois teacher certification
- Note: Applicants who were certified originally out-of-state or before 1994 need to pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

SPE 569 Portfolio Development for Subsequent Certification

SPE 575 Subsequent Certification Practicum

Note: Additional courses are selected in collaboration with an advisor to complete certification standards.

Superintendent Credential, Subsequent Certification

Those who have a doctoral degree in education but not the superintendent credential may earn that credential as a subsequent certification at NLU. In Illinois it is the Superintendent Endorsement in addition to previously earned Type 75 certification and in Wisconsin it is in addition to previously earned Type 51 certification.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Have a doctoral degree from regionally accredited institution in the field of educational administration, educational leadership, educational policy or a closely related subject
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Document evidence of at least two years of leadership in the educational field
- Submit four letters of recommendation from people who are familiar with applicant’s professional or academic work (at least one from a person supervising professional work)
- Submit a professional resume
- Submit doctoral questions and answers response
- Undergo faculty review
- Sit for an interview
- Note: If the applicant has received a doctoral degree in Educational Leadership from NLU, then the four letters of recommendation, professional resume, doctoral questions and answers response, faculty review and interview are waived.

This certification requires:

- A minimum of 9 SH of coursework; additional coursework, including 9 SH of internship, may be required upon evaluation of portfolio
- A grade of “B” or better in all coursework
- An electronic portfolio created in EDL 610
- Note: This program is ineligible for federal financial aid
Required Courses - 9 SH

EDL 610 Entry Portfolio Development for Superintendent Endorsement

Note: If needed, additional courses and 9 SH of internship (EDL690 Educational Leadership Internship) are selected in collaboration with an advisor to complete certification standards.

Professional Assistant Center for Education (PACE)

Founded in 1986, the Professional Assistant Center for Education (PACE) is a two-year, post secondary certificate program for young adults with learning and other disabilities. The Program is especially designed 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
- socialization/community living

The instructional approach at PACE integrates both group and individual teaching across all areas of the students’ lives. Drawing from the work of Israeli Professor Reuven Feuerstein and others, 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

PACE students attend classes two days a week in an undergraduate university environment. Teaching and learning in a formal classroom are designed to provide content, promote critical thinking skills in a structured environment and challenge students at all levels in courses that are rigorous, but manageable. PACE students earn twelve credits during their two year program. Three hours of additional credit are offered in coursework to enhance employability in specific fields.

Career Preparation

As professional assistants in training, the PACE students set goals, develop an understanding of their field of interest and over time, find employment in positions that benefit from their skill development and practice. Vocational training includes classroom studies as well as more than 1,000 hours of actual work experience, preparing for careers in adult care, early childhood, food service, general office, supply and distribution, housekeeping, animal care, health care or hospitality. The program operates from a base of more than 50 veteran career partners and continually recruits new contacts.

Life Skills Instruction

The four main areas of instruction in life skills are money management, time management, organization and personal care. Life skills instructors work on a range of skills from basic to advanced through a combination of goal setting and weekly individual and small group instruction.

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.

Extended Programming

PACE TRANSITION PROGRAM – This option is designed for graduates of the PACE Program to practice their independent living skills upon graduation from the program. Students have the opportunity to remain in a familiar environment among their friends and continue to receive instruction at the next level of independence – apartment living, seeking and maintaining jobs, weekly seminar class and social/community living. Students receive three hours of credit for their first year in the Transition program. Students may remain in this program for up to three years with decreasing services as their independent skills increase.

PASS-AGES Program – This is an Illinois State approved transition option for 5th and 6th year local high school students. PASS-AGES is a day program immersing students in college life and introductory curriculum drawn from the PACE Program. During the course of an academic year students are assisted in making realistic choices about future postsecondary training options, including the possibility of acceptance in the PACE Program.

DUAL ENROLLMENT – A newer option for PACE students who are “college able” is enrollment in
National Louis University College of Arts and Sciences and the PACE Program. This allows students, especially those diagnosed with Asperger Syndrome and nonverbal learning disabilities, the opportunity to participate in regular college classes and degree options in addition to full access to the PACE Program curriculum in life skills, socialization/community, classes and career preparation.
MAJORS

Early Childhood Practice Majors

Psychology/Human Development Major, Early Childhood Practice

Early Childhood Practice (p. 100) students may select a major in Psychology/Human Development to fulfill their standard teaching concentration requirement. Students may apply their knowledge to a number of settings, including the classroom.

Major Details:

- Requires 45 QH including Psychology/Human Development courses taken as part of General Education and Foundational courses
- Requires 25 QH of upper level coursework
- 25 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

Required Courses

Core Course
LAP 315  Lifespan Development
Developmental Psychology

Choose two of the courses below:
LAP 200  Psychology of Development in the Infant/Toddler Years
LAP 201  Psychology of Early Childhood
LAP 202  Psychology of Middle Childhood and Adolescence
LAP 300  Adult Development and Learning Assessment
LAP 303  Introduction to Psycholinguistics
LAP 441  Psychology of Artistic Expression
LAP 442  Interpersonal Development
LAP 450  Human Sexuality
LAP 320  Psychological Assessment of the Young Child--Part I
with
LAP 321  Psychological Assessment of the Young Child--Part II

Notes: LAP 201 preferred. LAP 320 and LAP 321 together count as one course.

Social, Personality or Clinical Psychology
Choose one of the courses below:
LAP 306  Theories of Personality
LAP 307  Abnormal Psychology
LAP 325  Psychology of Play and Therapeutic Applications
LAP 330  Social Psychology
LAP 340  Effective Interpersonal Relationships
LAP 342  Interpersonal Helping Skills
LAP 411  Psychology of Exceptional Children and Adolescents
LAP 441  Psychology of Artistic Expression
LAP 320  Psychological Assessment of the Young Child--Part I
with
LAP 321  Psychological Assessment of the Young Child--Part II

Notes: LAP 325 or LAP 320 and LAP 321 are recommended. LAP 320 and LAP 321 together count as one course.

Cognitive or Experimental Psychology
Choose one of the courses below:
LAP 300  Adult Development and Learning Assessment
LAP 303  Introduction to Psycholinguistics
LAP 305  Memory and Cognition
LAP 401  Psychology of Learning
LAP 402  Experimental Psychology

Note: LAP 401 is recommended.

Community Psychology
Choose one of the courses below:
LAP 200  Psychology of Development in the Infant/Toddler Years
LAP 201  Psychology of Early Childhood
LAP 330  Social Psychology
LAP 340  Effective Interpersonal Relationships
LAP 342  Interpersonal Helping Skills
LAP 348  Cross-Cultural Communication
LAP 350  Culture and Self
LAP 352  Children and Families under Stress
LAP 425  Mental Health
LAP 442  Interpersonal Development
LAP 443  Managing Interpersonal Communication in Organizations
LAP 450  Human Sexuality

Note: LAP 348 or LAP 350 are recommended.

Psychology Electives - 15 QH
Choose 15 QH of undergraduate Psychology (p. 321) courses with advisor approval

Elementary Education Majors

Art Major, Elementary Education
Elementary Education (p. 102) students may select a second major in Art to fulfill their standard teaching concentration requirement. By choosing this major, future teachers will increase their familiarity with art in ways they may find useful for their classrooms.

The art curriculum at NLU features studio art, art history and art appreciation.

Major Details:
• Requires 45 QH including Art courses taken as part of the General Education requirement
• 25 QH must be upper level
• 15 QH of upper level coursework must be taken at NLU
• Requires a minimum grade of “C” for each course in the major

Required Courses
Design Course - 5 QH
LAA 301  Design
Art History Elective - 5 QH
Choose one of the courses below:
LAA 310  Mexican Art
LAA 320  African Art
LAA 321  Sources and Development of American Art
LAA 322  19th and 20th Century Art
LAA 323  History of Far Eastern Art
Art Electives - 35 QH
Choose 35 QH of Art (p. 298) elective courses
Note: LAA 110 is recommended.

Biology Major, Elementary Education
Elementary Education (p. 102) students may select a second major in Biology to fulfill their standard teaching concentration requirement. The major provides a well-rounded foundation in the fundamental concepts and research techniques of biology. Students will benefit from NLU’s small class sizes and from laboratory work that is tightly integrated into the curriculum.

Major Details:
• Requires 45 QH including Biology courses taken as part of the General Education requirement
• Requires 25 QH of upper level coursework
• 15 QH of the upper level courses must be taken at NLU
• Requires a minimum grade of “C” for each course in the major
• Requires science department approval before registering for any science courses that are accelerated, field-based or intersession

Core Courses
LAN 302  Zoology
LAN 303  Botany
LAN 300  Ecology and Conservation
Human Biology
Choose one of the courses below:
LAN 200  Anatomy and Physiology I
LAN 205  Anatomy and Physiology II
LAN 304  Human Physiology
Biology
Choose two of the courses below:
LAN 106  Introduction to Scientific Thought
LAN 200  Anatomy and Physiology I
LAN 205  Anatomy and Physiology II
LAN 304  Human Physiology
LAN 305  Animal Behavior
LAN 306  Microbes--Global Perspectives
LAN 366  Biostatistics
LAN 409  Genetics
LAN 410  Fundamentals of Immunology
LAN 411  Microbiology
LAN 412  Medical Microbiology
LAN 415  Molecular Genetics
LAN 420  Tropical Marine Biology
LAN 491    Field Study of Ecological Communities

Biology Electives
Choose 15 QH of Biology (p. 229) elective courses

Notes: The following courses do not count toward the biology electives: LAN 107, LAN 215, LAN 225. 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 as an elective.

English Major, Elementary Education

Elementary Education (p. 102) students may select a second major in English to fulfill their standard teaching concentration requirement. Students will learn about the major writers and periods of British and American literature and the cultural traditions found in minority literature. They will also master the basics of language, rhetoric and composition theory and learn how to analyze and critique writing.

Major Details:
• Requires 45 QH including English courses taken as part of the General Education requirement
• Requires 25 QH of upper level coursework
• 15 QH of the upper level courses must be taken at NLU
• Requires a minimum grade of “C” for each course in the major

Required Courses
Core Course
LAE 314    History of the English Language

Literary Period Course
LAE 305    Advanced Studies in British Literature: Beginning to 1750

or

LAE 306    Advanced Studies in British Literature: 1750-1900

or

LAE 405    Advanced Studies of American Literature: Beginning-1900

or

LAE 406    Advanced Studies of American Literature: 1900-1950

Literature and Writing Electives - 35 QH
Choose 35 QH of undergraduate literature or writing (p. 300) courses

Notes: The following courses do not count toward the literature and writing electives: LAE 100A, LAE 315. LAE 490 and LAE 495 must be approved.

Mathematics Major, Elementary Education

Elementary Education (p. 102) students may select a second major in Mathematics to fulfill their standard teaching concentration requirement.

Major Details:
• Requires 45 QH including Mathematics courses taken as part of the General Education requirement
• Requires 25 QH of upper level coursework
• 15 QH of the upper level courses must be taken at NLU
• Requires a minimum of “C” in all coursework in the major
• To complete this major, choose five courses from four of the seven Areas of Mathematics listed below. Two of the courses must be in the same area.

Required Courses
Area I – Math Content for Elementary Ed Teachers
LAM 301    Mathematics Content for Teachers: Problem Solving

Area II – Calculus
LAM 311    Calculus I
LAM 312    Calculus II

Area III – Modern Algebra / Number Theory
LAM 214    Finite Mathematics
LAM 309    Theory of Numbers
LAM 320    Discrete Mathematics

Area IV – Geometry
LAM 307    Investigatory Geometry and Measurement
LAM 405    Geometry

Area V – Computer Science
LAM 303    Computer Programming I
LAM 305    Computer Programming II

Area VI – Probability and Statistics
LAM 308    Exploratory Probability and Statistics
LAM 403    Mathematical Probability and Statistics

Area VII – History of Mathematics
LAM 315    History of Math: A Problem-Solving
Approach

LAM 450  History of Mathematics for Teachers: Algebra and Geometry
LAM 451  History of Mathematics for Teachers: Probability and Statistics

Mathematics Electives

Choose 20 QH from the courses below:
LAM 130  Mathematics in an Information Age
LAM 214  Finite Mathematics
LAM 220  College Algebra
LAM 301  Mathematics Content for Teachers: Problem Solving
LAM 303  Computer Programming I
LAM 305  Computer Programming II
LAM 307  Investigatory Geometry and Measurement
LAM 308  Exploratory Probability and Statistics
LAM 309  Theory of Numbers
LAM 310  Precalculus
LAM 311  Calculus I
LAM 312  Calculus II
LAM 315  History of Math: A Problem-Solving Approach
LAM 320  Discrete Mathematics
LAM 325  Linear Programming
LAM 330  Matrix Algebra
LAM 403  Mathematical Probability and Statistics
LAM 405  Geometry
LAM 410  Linear Algebra
LAM 450  History of Mathematics for Teachers: Algebra and Geometry
LAM 451  History of Mathematics for Teachers: Probability and Statistics

Note: The following courses do not count toward the mathematics electives: LAM 100A, LAM 100B, LAM 106, LAM 107, LAM 108, LAM 109, LAM 110, LAM 112, LAM 113, LAM 115, LAM 213, LAM 216, LAM 225.

Psychology Major, Elementary Education

Elementary Education (p. 102) students may select a second major in Psychology to fulfill their standard teaching concentration requirement. 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 the classroom.

Major Details:
- Requires 45 QH including Psychology courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
- 25 QH of the upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the major

Required Courses

Developmental Psychology

Choose one of the courses below:
LAP 200  Psychology of Development in the Infant/Toddler Years
LAP 201  Psychology of Early Childhood
LAP 202  Psychology of Middle Childhood and Adolescence
LAP 300  Adult Development and Learning Assessment
LAP 303  Introduction to Psycholinguistics
LAP 315  Lifespan Development
LAP 441  Psychology of Artistic Expression
LAP 442  Interpersonal Development
LAP 450  Human Sexuality
LAP 320  Psychological Assessment of the Young Child—Part I with
LAP 321  Psychological Assessment of the Young Child—Part II

Note: LAP 320 and LAP 321 together count as one course.

Social, Personality or Clinical Psychology

Choose one of the courses below:
LAP 306  Theories of Personality
LAP 307  Abnormal Psychology
LAP 325  Psychology of Play and Therapeutic Applications
LAP 330  Social Psychology
LAP 340  Effective Interpersonal Relationships
LAP 342  Interpersonal Helping Skills
LAP 411  Psychology of Exceptional Children and Adolescents
LAP 441  Psychology of Artistic Expression
LAP 320 Psychological Assessment of the Young Child--Part I

with

LAP 321 Psychological Assessment of the Young Child--Part II

Note: LAP 320 and LAP 321 together count as one course.

Cognitive or Experimental Psychology

Choose one of the courses below:

LAP 300 Adult Development and Learning Assessment

LAP 303 Introduction to Psycholinguistics

LAP 305 Memory and Cognition

LAP 401 Psychology of Learning

LAP 402 Experimental Psychology

Community Psychology

Choose one of the courses below:

LAP 200 Psychology of Development in the Infant/Toddler Years

LAP 201 Psychology of Early Childhood

LAP 330 Social Psychology

LAP 340 Effective Interpersonal Relationships

LAP 342 Interpersonal Helping Skills

LAP 348 Cross-Cultural Communication

LAP 350 Culture and Self

LAP 352 Children and Families under Stress

LAP 425 Mental Health

LAP 442 Interpersonal Development

LAP 443 Managing Interpersonal Communication in Organizations

LAP 450 Human Sexuality

Psychology Electives

Choose 25 QH of undergraduate Psychology (p. 321) courses with advisor approval

Major Details:

- Requires 45 QH including Psychology courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
- 25 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the major

Core Course

LAP 315 Lifespan Development

Developmental Psychology

Choose two of the courses below:

LAP 200 Psychology of Development in the Infant/Toddler Years

LAP 201 Psychology of Early Childhood

LAP 202 Psychology of Middle Childhood and Adolescence

LAP 300 Adult Development and Learning Assessment

LAP 303 Introduction to Psycholinguistics

LAP 441 Psychology of Artistic Expression

LAP 442 Interpersonal Development

LAP 450 Human Sexuality

LAP 320 Psychological Assessment of the Young Child--Part I

with

LAP 321 Psychological Assessment of the Young Child--Part II

Notes: LAP 201 is preferred. LAP 320 and LAP 321 together count as one course.

Social, Personality or Clinical Psychology

Choose one of the courses below:

LAP 306 Theories of Personality

LAP 307 Abnormal Psychology

LAP 325 Psychology of Play and Therapeutic Applications

LAP 330 Social Psychology

LAP 340 Effective Interpersonal Relationships

LAP 342 Interpersonal Helping Skills

LAP 411 Psychology of Exceptional Children and Adolescents

LAP 441 Psychology of Artistic Expression

LAP 320 Psychological Assessment of the Young Child--Part I

with

Psychology/Human Development Major, Elementary Education

Elementary Education (p. 102) students may select a second major in Psychology/Human Development to fulfill their standard teaching concentration requirement. Students may apply their knowledge to a number of settings, including the classroom.
MAJORS

Psychological Assessment of the Young Child--Part II
Note: LAP 320 and LAP 321 together count as one course.

Cognitive or Experimental Psychology
Choose one of the courses below:
- LAP 300 Adult Development and Learning Assessment
- LAP 303 Introduction to Psycholinguistics
- LAP 305 Memory and Cognition
- LAP 401 Psychology of Learning
- LAP 402 Experimental Psychology

Community Psychology
Choose one of the courses below:
- LAP 200 Psychology of Development in the Infant/Toddler Years
- LAP 201 Psychology of Early Childhood
- LAP 330 Social Psychology
- LAP 340 Effective Interpersonal Relationships
- LAP 342 Interpersonal Helping Skills
- LAP 348 Cross-Cultural Communication
- LAP 350 Culture and Self
- LAP 352 Children and Families under Stress
- LAP 425 Mental Health
- LAP 442 Interpersonal Development
- LAP 443 Managing Interpersonal Communication in Organizations
- LAP 450 Human Sexuality

Psychology Electives
Choose 15 QH of undergraduate Psychology (p. 321) courses with advisor approval

Science Major, Elementary Education
Elementary Education (p. 102) students may select a second major in Science to fulfill their standard teaching concentration requirement.

Major Details:
- Requires 45 QH including Science courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum of “C” in all coursework in the major
- Requires science department approval before registering for any science courses that are accelerated, field-based or intersession

Science Electives
Choose 45 QH of Science (p. 314) courses

Note: The following courses do not count toward the science electives: LAN 107, LAN 108, LAN 215, LAN 225, LAN 235.

Liberal Arts Majors

Anthropology Major, Liberal Arts

Liberal Arts Studies (p. 72) students may select a major in Anthropology. The Anthropology major at NLU allows students to study topics like cultural anthropology, ethnographies, anthropological linguistics and urban anthropology.

Major Details:
- Requires 45 QH including Anthropology courses taken as part of the General Education requirement
- Requires 25 QH of upper level Anthropology courses
- Requires 15 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the major

Required Courses
Core Courses - 15 QH
- LAS 110 Introduction to Cultural Anthropology
- LAS 120 Introduction to American Politics
- LAS 300 Contemporary World Cultures

US History Course - 5 QH
- LAS 200 U.S. History and Culture: 1492-1828
  or
- LAS 201 U.S. History and Culture: 1828-1898
  or
- LAS 203 U.S. History and Culture: 1898-Present

Anthropology Electives - 25 QH
Choose 25 QH from the courses below:
- LAS 340 Native Americans
Human Services/Practicum, B.A.

The Human Services/Practicum, B.A., at NLU prepares students to advance in organizations that provide support and service to individuals, families and communities in need. These include social service agencies, community health centers and rehabilitation clinics. This program’s practicum component allows students to apply what they’ve learned in a supervised clinical setting.

Program Details:

- Requires 180 QH, including 60 hours of General Education (p. 65), for completion
- Requires a minimum grade of “C” in Human Services/Practicum requirements
- Requires permission of the Counseling and Human Services faculty to proceed into the Professional Studies Sequence
- Out of the 20 QH of Practicum required in the Professional Studies Sequence, 15 QH must be taken at NLU
- Requires ECT – English Competency Test OR completing LAE 101 and LAE 102 at NLU with a grade “C” or better
- Credit by examination, portfolio and proficiency (p. 20) are accepted for general education and elective credit
- A maximum of 45 QH of credit by portfolio are accepted
- Students may complete the Spanish Language Concentration (p. 194)

Required Courses

Communications
LAE 101 English Composition I
LAE 102 English Composition II

Humanities
LAH 120 Logic and Effective Thinking

Note: Other Humanities (p. 223) courses may be accepted.

Human Services/Practicum Requirements - 55 QH
HSC 101 Introduction to Human Services
HSC 102 Introduction to Applied Group Process
HSC 201 Principles and Dynamics of Interviewing
HSC 202 Theory and Techniques of Crisis Intervention
HSC 203 Principles of Family Intervention
HSC 305A Special Needs Populations A
HSC 305B Special Needs Populations B
HSC 310 Management/Administration of Health and Human Services Organizations
HSC 503 Counseling and Human Development in a Multicultural Society
HSM 415 Strategies of Community Intervention
HSM 406  Human Services and the Law
INT 310  Research Methods in the Behavioral Sciences

Professional Studies Sequence - 20 QH
HSM 481  Human Services Practicum I
HSM 482  Human Services Practicum II
HSM 483  Human Services Practicum III
HSM 484  Human Services Practicum IV
HSM 385  Practicum Supervision

Human Services Electives under Advisement - 40 QH
Choose Human Services electives with advisor approval

Electives - 5 QH
Choose 5 QH of elective courses

Applied Economics Major, Liberal Arts

Liberal Arts Studies (p. 72) students may select a major in Applied Economics. The Applied Economics major provides an overview of both micro- and macro-economics and the history of economic thought. A required internship course helps students gain practical workplace experience in economics. Specializations in world economics and quantitative economics allow students to tailor their major to their own interests.

Major Details:
- Requires 45 QH including Applied Economics courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the major
- Requires a specialization in either World Economics OR Quantitative Economics

Required Courses
Major Core - 25 QH
LAS 125  Consumer Economics
or
LAS 130  Internet for Economics
LAS 250  Macroeconomics
LAS 255  Microeconomics

LAS 307  History of Economic Thought
LAS 410  Internship in Applied Economics

World Economics Specialization - 20 QH
LAS 253  Urban Economics
LAS 315  World Economics
LAS 345  Labor Economics
LAS 430  Economic Issues in Global Perspective
LAS 445  Evolution of the American Economy

Quantitative Economics Specialization - 20 QH
LAM 214  Finite Mathematics
LAS 350  Statistics for Economics
LAS 325  Economic Forecasting
LAS 335  Applied Econometrics
LAS 415  Issues in Quantitative Economics

Art Major, Liberal Arts Studies

Liberal Arts Studies (p. 72) students may select a major in Art. The Art curriculum at NLU features studio art, art history and art appreciation.

Major Details:
- Requires 45 QH including Art courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the major

Required Courses
Design Course - 5 QH
LAA 301  Design
Art History Elective - 5 QH
Choose one of the courses below:
LAA 310  Mexican Art
LAA 320  African Art
LAA 321  Sources and Development of American Art
LAA 322  19th and 20th Century Art
LAA 323  History of Far Eastern Art

Art Electives - 35 QH
Choose 35 QH from the courses below:
LAA 101  Art Appreciation I
LAA 102  Art Appreciation II
LAA 110 | Introduction to Art
LAA 200 | Arts in Chicago
LAA 300 | Ceramics
LAA 302 | Drawing
LAA 303 | Fiber Workshop
LAA 304 | Mixed Media
LAA 305 | Modeling and Sculpture
LAA 306 | Painting
LAA 310 | Mexican Art
LAA 320 | African Art
LAA 321 | Sources and Development of American Art
LAA 322 | 19th and 20th Century Art
LAA 323 | History of Far Eastern Art
LAA 490 | Art Independent Study
LAA 495 | Art Special Topic

Note: LAA 110 is recommended. You may not count a course used to meet the Art History requirement.

### Biology Major, Liberal Arts

Liberal Arts Studies (p. 72) students may select a major in Biology. The major provides a well-rounded foundation in the fundamental concepts and research techniques of biology. Students will benefit from NLU’s small class sizes and from laboratory work that is tightly integrated into the curriculum.

**Major Details:**
- Requires 45 QH including applicable Science courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the major
- Requires science department approval before registering for any science courses that are accelerated, field-based or intersession

**Required Courses**

**Biology Electives - 45 QH**

Choose 45 QH of Biology (p. 229) courses

Note: The following courses do not count toward the biology electives: LAN 107, LAN 215, LAN 225.

### English Major, Liberal Arts

Liberal Arts Studies (p. 72) students may select a major in English. Students will learn about the major writers and periods of British and American literature and the cultural traditions found in minority literature. They will also master the basics of language, rhetoric and composition theory and learn how to analyze and critique writing.

**Major Details:**
- Requires 45 QH including English courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the major

**Required Courses**

**Literature and Writing Electives - 45 QH**

Choose 45 QH of undergraduate Literature or Writing (p. 300) courses

Notes: The following courses do not count toward the literature and writing electives: LAE 100A, LAE 315. LAE 490 and LAE 495 must be approved.

### Spanish Language and Culture Studies Major

Students in the Liberal Arts Studies, B.A. (p. 72); Applied Behavioral Sciences, B.A. (p. 67); Management, B.S. (p. 90); Management Information Systems, B.S. (p. 91) and Health Care Leadership, B.S. (p. 89) programs may select a major in Spanish Language and Culture Studies. This major is a combination of a traditional Spanish major and Latino studies. It provides students with a solid foundation in the literature, history, culture and linguistics of the Spanish-speaking world.

Spanish Language and Culture Studies places a strong emphasis on reading and writing skills designed to enhance Spanish heritage speakers’ academic and career opportunities.

**Major Details:**
- Requires 50 QH including Spanish Language courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
• 25 QH of upper level must be taken at NLU
• Requires a minimum grade of “C” for each course in the major
• All students are assessed 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 SPAN 245 Reading and Writing for Heritage Speakers.

Required Courses
SPAN 320  Spanish Grammar and Composition
SPAN 325  Introduction to Spanish Written Texts
SPAN 330  Geography and Cultures of the Spanish Speaking World
SPAN 410  Spanish for Specific Purposes
SPAN 415  Spanish Translation and Editing Skills
SPAN 425  Varieties and Dialects in Spanish Language
SPAN 435  History of Latin America
SPAN 450  20th Century Latin American Literature
SPAN 455  Latino Literature in the U.S.
SPAN 460  Current Issues in Latino Chicago

Mathematics Major, Liberal Arts

Liberal Arts Studies (p. 72) students may select a major 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.

Major Details:
• Requires 45 QH including Mathematics courses taken as part of the General Education requirement
• Requires 25 QH of upper level coursework (two courses must be 400 level)
• 15 QH of upper level courses must be taken at NLU
• Requires a minimum grade of “C” for each course in the major

Required Courses
Core Courses - 30 QH
LAM 214  Finite Mathematics
LAM 320  Discrete Mathematics
LAM 310  Precalculus
LAM 303  Computer Programming I
LAM 311  Calculus I
LAM 403  Mathematical Probability and Statistics

Mathematics Electives - 15 QH
Choose 15 QH of Mathematics (p. 223) courses, including at least one 400-level course

Notes: The following courses do not count toward mathematics electives: LAM 100A, LAM 100B, LAM 106, LAM 107, LAM 108, LAM 109, LAM 110, LAM 112, LAM 113, LAM 115, LAM 213 and LAM 225. LAM 490, LAM 491, LAM 495 and LAM 499 must be approved.

Multicultural Studies Major, Liberal Arts

Liberal Arts Studies (p. 72) students may select a major in Multicultural Studies. Students can choose to explore different cultures across the curriculum through courses like Religions of the World, African Art and Asian History and Cultures.

Major Details:
• Requires 45 QH including Multicultural Studies courses taken as part of the General Education requirement
• Requires 25 QH of upper level coursework
• 15 QH of upper level courses must be taken at NLU
• Requires a minimum grade of “C” for each course in the major

Required Courses
Choose 45 QH from the courses below:
LAS 311  Racial and Ethnic History and Culture
LAS 313  The Metropolitan Community
LAA 320  African Art
LAA 321  Sources and Development of American Art
LAA 323  History of Far Eastern Art
LAH 309  Minority Voices in American Literature
LAH 315  Religions of the World
LAS 300  Contemporary World Cultures
LAS 302  Asian History and Culture
LAS 303  Sub-Saharan African Cultures
LAS 304  Middle and South American Cultures
LAS 306  Marriage and Family
LAS 340  Native Americans
Physical Science Major, Liberal Arts

Liberal Arts Studies (p. 72) students may select a major in Physical Science. Students will learn about topics like astrology, physics, geology, chemistry and meteorology.

Major Details:

- Requires 45 QH including Physical Science courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
- 15 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the major
- Requires science department approval before registering for any science courses that are accelerated, field-based or intersession

Required Courses

Physical Science Electives - 45 QH

Choose 45 QH from the courses below:

- LAN 150 Survey of Physical Science
- LAN 250 General Chemistry I
- LAN 251 General Chemistry II
- LAN 256 Science of Simple Machines
- LAN 260 Consumer Chemistry
- LAN 350 Physical Geology
- LAN 351 General Physics I
- LAN 352 General Physics II
- LAN 354 Astronomy
- LAN 362 Organic Chemistry I
- LAN 363 Organic Chemistry II
- LAN 490E Independent Study--Earth Science
- LAN 490P Independent Study--Physical Science
- LAN 495E Earth Science Special Topic
- LAN 495P Physical Science Special Topic
- LAN 499E Earth Science Seminar
- LAN 499P Physical Science Seminar

Note: The following course does not count toward the physical science electives: LAN 108.

Psychology Major, Liberal Arts

Liberal Arts Studies (p. 72) students may select a major in Psychology. 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 community and private mental health centers and the business sector.

Major Details:

- Requires 45 QH including Psychology courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
- 25 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the major

Required Courses

Core Course
LAP 100 General Psychology

Developmental Psychology

Choose one of the courses below:

LAP 200 Psychology of Development in the Infant/Toddler Years
LAP 201 Psychology of Early Childhood
LAP 202 Psychology of Middle Childhood and Adolescence
LAP 300 Adult Development and Learning Assessment
LAP 303 Introduction to Psycholinguistics
LAP 315 Lifespan Development
LAP 441 Psychology of Artistic Expression
LAP 442 Interpersonal Development
LAP 450 Human Sexuality
LAP 320 Psychological Assessment of the Young Child--Part I
LAP 321 Psychological Assessment of the Young Child--Part II

Note: LAP 320 and LAP 321 together count as one course.

Social, Personality, or Clinical Psychology

Choose one of the courses below:

LAP 306 Theories of Personality
LAP 307 Abnormal Psychology
LAP 325 Psychology of Play and Therapeutic Applications
LAP 330 Social Psychology
LAP 340 Effective Interpersonal Relationships
LAP 342 Interpersonal Helping Skills
LAP 411 Psychology of Exceptional Children and Adolescents
LAP 441 Psychology of Artistic Expression
LAP 320 Psychological Assessment of the Young Child--Part I
with
LAP 321 Psychological Assessment of the Young Child--Part II

Note: LAP 320 and LAP 321 together count as one course.

Cognitive or Experimental Psychology
Choose one of the courses below:
LAP 300 Adult Development and Learning Assessment
LAP 303 Introduction to Psycholinguistics
LAP 305 Memory and Cognition
LAP 401 Psychology of Learning
LAP 402 Experimental Psychology

Community Psychology
Choose one of the courses below:
LAP 200 Psychology of Development in the Infant/Toddler Years
LAP 201 Psychology of Early Childhood
LAP 330 Social Psychology
LAP 340 Effective Interpersonal Relationships
LAP 342 Interpersonal Helping Skills
LAP 348 Cross-Cultural Communication
LAP 350 Culture and Self
LAP 352 Children and Families under Stress
LAP 425 Mental Health
LAP 442 Interpersonal Development
LAP 443 Managing Interpersonal Communication in Organizations
LAP 450 Human Sexuality

Psychology Electives - 20 QH
Choose 20 QH of undergraduate Psychology (p. 321) courses with advisor approval

Psychology/Human Development Major, Liberal Arts

Liberal Arts Studies (p. 72) students may select a major in Psychology/Human Development. The 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.

Major Details:
- Requires 45 QH including Psychology courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
- 25 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the major

Required Courses
Core Courses
LAP 100 General Psychology
LAP 315 Lifespan Development
Developmental Psychology
Choose two of the courses below:
LAP 200 Psychology of Development in the Infant/Toddler Years
LAP 201 Psychology of Early Childhood
LAP 202 Psychology of Middle Childhood and Adolescence
LAP 300 Adult Development and Learning Assessment
LAP 303 Introduction to Psycholinguistics
LAP 441 Psychology of Artistic Expression
LAP 442 Interpersonal Development
LAP 450 Human Sexuality
LAP 320 Psychological Assessment of the Young Child--Part I
with
LAP 321 Psychological Assessment of the Young Child--Part II

Notes: LAP 201 is preferred. LAP 320 and LAP 321 together count as one course.

Social, Personality or Clinical Psychology
Choose one of the courses below:
LAP 306 Theories of Personality
LAP 307 Abnormal Psychology
LAP 325  Psychology of Play and Therapeutic Applications  
LAP 330  Social Psychology  
LAP 340  Effective Interpersonal Relationships  
LAP 342  Interpersonal Helping Skills  
LAP 411  Psychology of Exceptional Children and Adolescents  
LAP 441  Psychology of Artistic Expression  
LAP 320  Psychological Assessment of the Young Child--Part I  
with  
LAP 321  Psychological Assessment of the Young Child--Part II  

Note: LAP 320 and LAP 321 together count as one course.

Cognitive or Experimental Psychology  
Choose one of the courses below:  
LAP 300  Adult Development and Learning Assessment  
LAP 303  Introduction to Psycholinguistics  
LAP 305  Memory and Cognition  
LAP 401  Psychology of Learning  
LAP 402  Experimental Psychology  

Community Psychology  
Choose one of the courses below:  
LAP 200  Psychology of Development in the Infant/Toddler Years  
LAP 201  Psychology of Early Childhood  
LAP 330  Social Psychology  
LAP 340  Effective Interpersonal Relationships  
LAP 342  Interpersonal Helping Skills  
LAP 348  Cross-Cultural Communication  
LAP 350  Culture and Self  
LAP 352  Children and Families under Stress  
LAP 425  Mental Health  
LAP 442  Interpersonal Development  
LAP 443  Managing Interpersonal Communication in Organizations  
LAP 450  Human Sexuality  

Psychology Electives - 10 QH  
Choose 10 QH of undergraduate Psychology (p. 321) courses with advisor approval  

Science Major, Liberal Arts  
Liberal Arts Studies (p. 72) students may select a major in Science. Students may select courses that cover a wide range of topics in the physical, chemical and biological sciences.  

Major Details:  
• Requires 45 QH including Science courses taken as part of the General Education requirement  
• Requires 25 QH of upper level coursework  
• 15 QH of upper level courses must be taken at NLU  
• Requires a minimum grade of “C” for each course in the major  
• Requires science department approval before registering for any science courses that are accelerated, field-based, or intersession  

Required Courses  
Science Electives - 45 QH  
Choose 45 QH of Science (p. 224) courses  
Note: The following course does not count toward the science electives: LAN 107, LAN 108, LAN 215, LAN 225, LAN 235.  

Social Science Major, Liberal Arts  
Liberal Arts Studies (p. 72) students may select a major in Social Science. Students will gain a broad understanding of human and social behavior emphasizing the interdisciplinary perspectives of anthropology, economics, history, political science and sociology.  

Major Details:  
• Requires 45 QH including Social Science courses taken as part of the General Education requirement  
• Requires 25 QH of upper level coursework  
• 15 QH of upper level courses must be taken at NLU  
• Requires a minimum grade of “C” for each course in the major  

Required Courses  
Choose 45 QH of Social Science (p. 226) courses
Theatre Arts Major, Liberal Arts

Liberal Arts Studies (p. 72) students may select a major in Theatre Arts. The required courses in the Theatre Arts major at NLU provide a theoretical and historical base for the art form, while electives allow students to further explore theater arts or branch out to the field of film studies with a wide variety of offerings.

**Major Details:**
- Requires 45 QH including Theatre Arts courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the major

**Required Courses**

**Core Courses**
- LAT 220 Introduction to Theatre
- LAT 223 Children’s Theatre
- LAT 231 Creative Drama
- LAT 330 Theatre History and Literature I

**Theatre Art Electives - 25 QH**

Choose 25 QH from the courses below:
- LAT 240 Puppetry
- LAT 301 How to See a Movie
- LAT 302 Business Ethics in Popular Film
- LAT 303 Minority Images in Popular Film
- LAT 304 Banned and Forbidden: Freedom of Speech in Film
- LAT 305 The American Family in Popular Film
- LAT 326 Women in Theatre
- LAT 335 Digital Multimedia Production
- LAT 402 Teacher! Teacher! Images of the Educator in Popular Film
- LAT 490 Theatre Arts/Independent Study
- LAT 495 Theatre Arts/Special Topic

Specialized Endorsements Majors

**ESL/Reading Major - 42 SH**

**Required Courses**

**Core ESL Requirements - 15 SH**
- CIL 500 Foundations of ESL and Bilingual Education
- CIL 505 Methods and Materials for Teaching English as a Second Language
- CIL 510 Assessment of ESL and Bilingual Education Students
- CIL 512 Reading in a New Language: Linguistic Considerations
- CIL 531 Cross Cultural Education

Note: CIL 512 fulfills requirements of ESL and Reading Teacher Endorsements.

**ESL Electives - 3 SH**

Choose one of the courses below:
- CIL 501 Introduction to Linguistics for TESOL
- CIL 506 Methods and Materials for Teaching Bilingual Education
- CIL 511 Family Literacy for Linguistically and Culturally Diverse Learners
- CIL 532 Technology Instruction for Linguistically and Culturally Diverse Students

**Core Reading Requirements - 21 SH**
- RLL 520 Survey of Literature for Children and Adolescents
- RLR 501 Teaching Beginning Reading
- RLR 502 Teaching Comprehension and Content Reading
- RLR 510 Diagnosis and Assessment of Reading
- RLR 511 Corrective Techniques for the Reading Specialist
- RLR 592A Practicum in Remedial Reading A: Elementary
  with
- RLR 592B Practicum in Remedial Reading B: Grades 6-12
- RLW 541 Teaching Writing

**Required Capstone Course - 3 SH**
- CIC 550
ESL/Bilingual Education/Reading Major - 42 SH

Required Courses
Core ESL/Bilingual Education Requirements - 18 SH
CIL 500 Foundations of ESL and Bilingual Education
CIL 505 Methods and Materials for Teaching English as a Second Language
CIL 506 Methods and Materials for Teaching Bilingual Education
CIL 510 Assessment of ESL and Bilingual Education Students
CIL 512 Reading in a New Language: Linguistic Considerations
CIL 531 Cross Cultural Education

Note: CIL 512 fulfills requirements of ESL and Reading Teacher Endorsements.

Core Reading Requirements - 21 SH
RLL 520 Survey of Literature for Children and Adolescents
RLR 501 Teaching Beginning Reading
RLR 502 Teaching Comprehension and Content Reading
RLR 510 Diagnosis and Assessment of Reading
RLR 511 Corrective Techniques for the Reading Specialist
RLR 592A Practicum in Remedial Reading A: Elementary
RLR 592B Practicum in Remedial Reading B: Grades 6-12
RLW 541 Teaching Writing

Required Capstone Course - 3 SH
CIC 550

ESL/Special Education Major - 33 SH

Required Courses
Core ESL Requirements - 15 SH
CIL 500 Foundations of ESL and Bilingual Education
CIL 505 Methods and Materials for Teaching English as a Second Language
CIL 510 Assessment of ESL and Bilingual Education Students
CIL 512 Reading in a New Language: Linguistic Considerations
CIL 531 Cross Cultural Education
ESL Electives - 3 SH
Choose one of the courses below:
CIL 501 Introduction to Linguistics for TESOL
CIL 506 Methods and Materials for Teaching Bilingual Education
CIL 511 Family Literacy for Linguistically and Culturally Diverse Learners
CIL 532 Technology Instruction for Linguistically and Culturally Diverse Students

Core Special Education Requirements - 12 SH
SPE 500 Introduction to Exceptional Children and Adolescents/Special Education
SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents
SPE 506 Frameworks and Perspectives in Special Education
SPE 527 Differentiated and Individualized Curriculum and Instruction

Note: Candidates who have taken SPE 500 or its equivalent since 2004 may have the course waived per Special Education faculty. Candidates must take an additional 3 SH graduate-level NCE elective to complete the required hours for degree.

Required Capstone Course - 3 SH
CIC 550

ESL/Bilingual Education/Special Education Major - 33 SH

Required Courses
Core ESL/Bilingual Education Requirements - 18 SH
CIL 500 Foundations of ESL and Bilingual Education
CIL 505 Methods and Materials for Teaching English as a Second Language
CIL 506 Methods and Materials for Teaching Bilingual Education
CIL 510 Assessment of ESL and Bilingual Education Students
CIL 512 Reading in a New Language: Linguistic Considerations
CIL 531 Cross Cultural Education

Core Special Education Requirements - 12 SH
SPE 500 Introduction to Exceptional Children and Adolescents/Special Education
SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents

Required Capstone Course - 3 SH
CIC 550
and Adolescents

SPE 506 Frameworks and Perspectives in Special Education
SPE 527 Differentiated and Individualized Curriculum and Instruction

Note: Candidates who have taken SPE 500 or its equivalent since 2004 may have the course waived per Special Education faculty. Candidates must take an additional 3 SH graduate-level NCE elective to complete the required hours for degree.

Required Capstone Course - 3 SH
CIC 550

Special Education/Reading Major - 36-39 SH

Required Courses
Core Special Education Requirements - 9-12 SH
SPE 500 Introduction to Exceptional Children and Adolescents/Special Education
SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents
SPE 506 Frameworks and Perspectives in Special Education
SPE 527 Differentiated and Individualized Curriculum and Instruction

Note: Candidates who have taken SPE 500 or its equivalent since 2004 may have the course waived per Special Education faculty. The total number of hours for degree would then be 36.

Core Reading Requirements - 21 SH
CIL 512 Reading in a New Language: Linguistic Considerations
RLL 520 Survey of Literature for Children and Adolescents
RLR 501 Teaching Beginning Reading
RLR 502 Teaching Comprehension and Content Reading
RLR 510 Diagnosis and Assessment of Reading
RLR 511 Corrective Techniques for the Reading Specialist
RLR 592A Practicum in Remedial Reading A: Elementary
with
RLR 592B Practicum in Remedial Reading B: Grades 6-12
RLW 541 Teaching Writing

Required Capstone Course - 3 SH
CIC 550
MINORS

Applied Behavioral Sciences Minors

Criminal Justice Minor, Applied Behavioral Sciences

Applied Behavioral Sciences (p. 67) students may select a minor in Criminal Justice, conveniently offered in both online-only and face-to-face formats. The program studies the nature of humans, their conduct in society, and the institutions established to address anti-social behavior in the pursuit of the common good. This minor would be useful for those engaged in any professions like counseling, education, health care, law and law enforcement.

Minor Details:
- Requires 30 QH, including Criminal Justice courses taken as part of the General Education requirement
- Requires a minimum grade of “C” for each course in the minor
- 5 QH must be taken at NLU

Required Courses
Core Courses
CSJ 106 Law Enforcement
CSJ 107 Criminal Justice System
CSJ 205 Criminology
CSJ 206 Criminal Law and Procedure
CSJ 207 Punishment, Prisons and Corrections

Additional Courses
Choose two of the courses below or two other courses under advisement:
CSJ 210 Community Policing
CSJ 235 Introduction to Forensic Science
CSJ 353 Criminal Investigations
LAM 115 Quantitative Methods in Criminal Justice

Early Childhood Practice Minors

Psychology/Human Development Minor, Early Childhood Practice

Early Childhood Practice (p. 100) students may select a minor in Psychology/Human Development to fulfill their standard teaching concentration requirement. Students may apply their knowledge to a number of settings, including the classroom.

Minor Details:
- Requires 40 QH including Psychology courses taken as part of the General Education and Foundational Courses requirements
- Requires 15 QH of upper level coursework
- 15 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

Core Course
LAP 315 Lifespan Development

Developmental Psychology
Choose two of the courses below:
LAP 200 Psychology of Development in the Infant/Toddler Years
LAP 201 Psychology of Early Childhood
LAP 202 Psychology of Middle Childhood and Adolescence
LAP 300 Adult Development and Learning Assessment
LAP 303 Introduction to Psycholinguistics
LAP 441 Psychology of Artistic Expression
LAP 442 Interpersonal Development
LAP 450 Human Sexuality
LAP 320 Psychological Assessment of the Young Child—Part I
    with
LAP 321 Psychological Assessment of the Young Child—Part II

Notes: LAP 201 preferred. LAP 320 and LAP 321 together count as one course.
Social, Personality or Clinical Psychology
Choose one of the courses below:
LAP 306 Theories of Personality
LAP 307 Abnormal Psychology
LAP 325 Psychology of Play and Therapeutic Applications
LAP 330 Social Psychology
LAP 340 Effective Interpersonal Relationships
LAP 342 Interpersonal Helping Skills
LAP 411 Psychology of Exceptional Children and Adolescents
LAP 441 Psychology of Artistic Expression
LAP 320 Psychological Assessment of the Young Child--Part I
LAP 321 Psychological Assessment of the Young Child--Part II

Notes: LAP 325 or LAP 320 and LAP 321 are recommended. LAP 320 and LAP 321 together count as one course.

Cognitive or Experimental Psychology
Choose one of the courses below:
LAP 300 Adult Development and Learning Assessment
LAP 303 Introduction to Psycholinguistics
LAP 305 Memory and Cognition
LAP 401 Psychology of Learning
LAP 402 Experimental Psychology

Note: LAP 401 is recommended.

Community Psychology
Choose one of the courses below:
LAP 200 Psychology of Development in the Infant/Toddler Years
LAP 201 Psychology of Early Childhood
LAP 330 Social Psychology
LAP 340 Effective Interpersonal Relationships
LAP 342 Interpersonal Helping Skills
LAP 348 Cross-Cultural Communication
LAP 350 Culture and Self
LAP 352 Children and Families under Stress
LAP 425 Mental Health
LAP 442 Interpersonal Development
LAP 443 Managing Interpersonal Communication in Organizations
LAP 450 Human Sexuality

Choose 10 QH of undergraduate Psychology (p. 321) courses with advisor approval

Elementary Education Minors

Anthropology Minor, Elementary Education

Elementary Education (p. 102) students may select a minor in Anthropology to fulfill their standard teaching concentration requirement. The Anthropology minor allows students to study topics like cultural anthropology, ethnographies, anthropological linguistics and urban anthropology.

Minor Details:
- Requires 30 QH in addition to Anthropology courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

Required Courses

Anthropology Electives

Choose 30 QH from the courses below:
LAS 110 Introduction to Cultural Anthropology
LAS 240 Human Origins
LAS 300 Contemporary World Cultures
LAS 302 Asian History and Culture
LAS 303 Sub-Saharan African Cultures
LAS 304 Middle and South American Cultures
LAS 340 Native Americans
LAS 341 Comparative Ethnographies
LAS 342 Folklore
LAS 420 Social Theory
LAS 440 Anthropological Linguistics
LAS 441 Urban Anthropology
LAS 442 Anthropology of Gender Roles
LAS 449 Cross-Cultural Fieldwork
LAS 490 Social Science Independent Study
LAS 495 Social Science Special Topic

Note: For LAS 490 or LAS 495 the Independent Study or Special Topic must be in Anthropology.
Art Minor, Elementary Education

Elementary Education (p. 102) students may select a minor in Art to fulfill their standard teaching concentration requirement. By choosing this minor, future teachers will increase their familiarity with art in ways they may find useful for their classrooms.

The art curriculum at NLU features studio art, art history and art appreciation.

**Minor Details:**
- Requires 30 QH in addition to Art courses taken as part of the General Education requirement
- 15 QH of the 30 QH must be upper level
- 15 QH of upper level coursework must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Course</td>
<td>5 QH</td>
</tr>
<tr>
<td>LAA 301</td>
<td></td>
</tr>
<tr>
<td>Art History Elective</td>
<td>5 QH</td>
</tr>
</tbody>
</table>

Choose one of the courses below:

- LAA 310 Mexican Art
- LAA 320 African Art
- LAA 322 19th and 20th Century Art
- LAA 323 History of Far Eastern Art

Art Electives - 20 QH

Choose 20 QH of Art (p. 298) courses

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English Minor, Elementary Education

Elementary Education (p. 102) students may select a minor in English to fulfill their standard teaching concentration requirement. Students will learn about the major writers and periods of British and American literature and the cultural traditions found in minority literature. They will also master the basics of language, rhetoric and composition theory and learn how to analyze and critique writing.

**Minor Details:**
- Requires 30 QH in addition to English courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course</td>
<td></td>
</tr>
<tr>
<td>LAE 314</td>
<td>History of the English Language</td>
</tr>
</tbody>
</table>

**Literary Period Course**

<table>
<thead>
<tr>
<th>Course (400)</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAE 305</td>
<td>Advanced Studies in British Literature: Beginning to 1750</td>
</tr>
<tr>
<td>LAE 306</td>
<td>Advanced Studies in British Literature: 1750-1900</td>
</tr>
<tr>
<td>LAE 405</td>
<td>Advanced Studies of American Literature: Beginning-1900</td>
</tr>
<tr>
<td>LAE 406</td>
<td>Advanced Studies of American Literature: 1900-1950</td>
</tr>
</tbody>
</table>

Literature and/or Writing electives

Choose 20 QH of undergraduate literature or writing (p. 300) courses

Notes: The following courses do not count toward the literature or writing electives: LAE 100A, LAE 315. LAE 490 and LAE 495 must be approved.

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Mathematics Minor, Elementary Education

Elementary Education (p. 102) students may select a minor in Mathematics to fulfill their standard teaching concentration requirement.

**Minor Details:**
- Requires 30 QH in addition to Mathematics courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum grade of “C” in all coursework in the minor

To complete this minor, choose five courses from four of the seven Areas of Mathematics listed below. Two of the courses must be in the same area.
Required Courses
Area I – Math Content for Elementary Ed Teachers
LAM 301 Mathematics Content for Teachers: Problem Solving
Area II – Calculus
LAM 311 Calculus I
LAM 312 Calculus II
Area III – Modern Algebra / Number Theory
LAM 214 Finite Mathematics
LAM 309 Theory of Numbers
LAM 320 Discrete Mathematics
Area IV – Geometry
LAM 307 Investigatory Geometry and Measurement
LAM 405 Geometry
Area V – Computer Science
LAM 303 Computer Programming I
LAM 305 Computer Programming II
Area VI – Probability and Statistics
LAM 308 Exploratory Probability and Statistics
LAM 403 Mathematical Probability and Statistics
Area VII – History of Mathematics
LAM 315 History of Math: A Problem-Solving Approach
LAM 450 History of Mathematics for Teachers: Algebra and Geometry
LAM 451 History of Mathematics for Teachers: Probability and Statistics
Mathematics Electives
Choose 5 QH from the courses below:
LAM 130 Mathematics in an Information Age
LAM 214 Finite Mathematics
LAM 220 College Algebra
LAM 301 Mathematics Content for Teachers: Problem Solving
LAM 303 Computer Programming I
LAM 305 Computer Programming II
LAM 307 Investigatory Geometry and Measurement
LAM 308 Exploratory Probability and Statistics
LAM 309 Theory of Numbers
LAM 310 Precalculus
LAM 311 Calculus I
LAM 312 Calculus II
LAM 315 History of Math: A Problem-Solving Approach
LAM 320 Discrete Mathematics
LAM 325 Linear Programming
LAM 330 Matrix Algebra
LAM 403 Mathematical Probability and Statistics
LAM 405 Geometry
LAM 410 Linear Algebra
LAM 450 History of Mathematics for Teachers: Algebra and Geometry
LAM 451 History of Mathematics for Teachers: Probability and Statistics
Note: The following courses do not count toward the mathematics electives: LAM 100A, LAM 100B, LAM 106, LAM 107, LAM 108, LAM 109, LAM 110, LAM 112, LAM 113, LAM 115, LAM 213, LAM 216, LAM 225.

Psychology Minor, Elementary Education
Elementary Education (p. 102) students may select a minor in Psychology to fulfill their standard teaching concentration requirement. The Psychology minor 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 the classroom.

Minor Details:
• Requires 30 QH in addition to Psychology courses taken as part of the General Education requirement
• Requires 15 QH of upper level coursework
• 15 QH of the upper level courses must be taken at NLU
• Requires a minimum grade of “C” for each course in the minor

Required Courses
Developmental Psychology
Choose one of the courses below:
LAP 200 Psychology of Development in the Infant/Toddler Years
LAP 201 Psychology of Early Childhood
LAP 202 Psychology of Middle Childhood and Adolescence
LAP 300 Adult Development and Learning Assessment
LAP 303 Introduction to Psycholinguistics
LAP 315   Lifespan Development
LAP 441   Psychology of Artistic Expression
LAP 442   Interpersonal Development
LAP 450   Human Sexuality
LAP 320   Psychological Assessment of the Young Child--Part I
LAP 321   Psychological Assessment of the Young Child--Part II
Note: LAP 320 and LAP 321 together count as one course.

Social, Personality or Clinical Psychology
Choose one of the courses below:
LAP 306   Theories of Personality
LAP 307   Abnormal Psychology
LAP 315   Lifespan Development
LAP 330   Social Psychology
LAP 340   Effective Interpersonal Relationships
LAP 342   Interpersonal Helping Skills
LAP 411   Psychology of Exceptional Children and Adolescents
LAP 441   Psychology of Artistic Expression
LAP 320   Psychological Assessment of the Young Child--Part I
LAP 321   Psychological Assessment of the Young Child--Part II
Note: LAP 320 and LAP 321 together count as one course.

Cognitive or Experimental Psychology
Choose one of the courses below:
LAP 300   Adult Development and Learning Assessment
LAP 303   Introduction to Psycholinguistics
LAP 305   Memory and Cognition
LAP 401   Psychology of Learning
LAP 402   Experimental Psychology

Community Psychology
Choose one of the courses below:
LAP 200   Psychology of Development in the Infant/Toddler Years
LAP 201   Psychology of Early Childhood
LAP 330   Social Psychology
LAP 340   Effective Interpersonal Relationships
LAP 342   Interpersonal Helping Skills

LAP 348   Cross-Cultural Communication
LAP 350   Culture and Self
LAP 352   Children and Families under Stress
LAP 425   Mental Health
LAP 442   Interpersonal Development
LAP 443   Managing Interpersonal Communication in Organizations
LAP 450   Human Sexuality

Psychology Electives
Choose 10 QH of undergraduate Psychology (p. 321) courses with advisor approval

Psychology/Human Development Minor, Elementary Education
Elementary Education (p. 102) students may select a minor in Psychology/Human Development to fulfill their standard teaching concentration requirement. Students may apply their knowledge to a number of settings, including the classroom.

Minor Details:
- Requires 30 QH in addition to Psychology courses taken as part of the General Education requirement and Foundational courses
- Requires 15 QH of upper level coursework
- 15 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

Required Courses

Core Course
LAP 315   Lifespan Development

Developmental Psychology
Choose two of the courses below:
LAP 200   Psychology of Development in the Infant/Toddler Years
LAP 201   Psychology of Early Childhood
LAP 202   Psychology of Middle Childhood and Adolescence
LAP 300   Adult Development and Learning Assessment
LAP 303   Introduction to Psycholinguistics
LAP 441   Psychology of Artistic Expression
LAP 442   Interpersonal Development
LAP 450   Human Sexuality
LAP 320 Psychological Assessment of the Young Child--Part I
with
LAP 321 Psychological Assessment of the Young Child--Part II

Notes: LAP 201 is preferred. LAP 320 and LAP 321 together count as one course.

Social, Personality or Clinical Psychology
Choose one of the courses below:
LAP 306 Theories of Personality
LAP 307 Abnormal Psychology
LAP 325 Psychology of Play and Therapeutic Applications
LAP 330 Social Psychology
LAP 340 Effective Interpersonal Relationships
LAP 342 Interpersonal Helping Skills
LAP 411 Psychology of Exceptional Children and Adolescents
LAP 441 Psychology of Artistic Expression
LAP 320 Psychological Assessment of the Young Child--Part I
with
LAP 321 Psychological Assessment of the Young Child--Part II

Note: LAP 320 and LAP 321 together count as one course.

Cognitive or Experimental Psychology
Choose one of the courses below:
LAP 300 Adult Development and Learning Assessment
LAP 303 Introduction to Psycholinguistics
LAP 305 Memory and Cognition
LAP 401 Psychology of Learning
LAP 402 Experimental Psychology

Community Psychology
Choose one of the courses below:
LAP 200 Psychology of Development in the Infant/Toddler Years
LAP 201 Psychology of Early Childhood
LAP 330 Social Psychology
LAP 340 Effective Interpersonal Relationships
LAP 342 Interpersonal Helping Skills
LAP 348 Cross-Cultural Communication
LAP 350 Culture and Self
LAP 352 Children and Families under Stress

LAP 425 Mental Health
LAP 442 Interpersonal Development
LAP 443 Managing Interpersonal Communication in Organizations
LAP 450 Human Sexuality

Psychology Electives
Choose 5 QH of undergraduate Psychology (p. 321) courses with advisor approval

Science Minor, Elementary Education

Elementary Education (p. 102) students may select a minor in Science to fulfill their standard teaching concentration requirement.

Minor Details:
- Requires 30 QH in addition to Science courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum of “C” in all coursework in the minor
- Requires science department approval before registering for any science courses that are accelerated, field-based or intersession

Required Courses
Science Electives
Choose 30 QH of Science (p. 314) courses

Note: The following courses do not count toward the science electives: LAN 107, LAN 108, LAN 215, LAN 225, LAN 235.

Sociology Minor, Elementary Education

Elementary Education (p. 102) students may select a minor in Sociology to fulfill their standard teaching concentration requirement.

Minor Details:
- Requires 30 QH in addition to Sociology courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
• 15 QH of the upper level courses must be taken at NLU
• Requires a minimum grade of “C” for each course in the minor

Required Courses
Sociology Electives
Choose 30 QH from the courses below:
LAS 105 Introduction to Sociology
LAS 306 Marriage and Family
LAS 311 Racial and Ethnic History and Culture
LAS 313 The Metropolitan Community
LAS 330 Cultural Influences in the Workplace
LAS 405 Social Problems
LAS 420 Social Theory
INT 315 Women in Society
INT 420 Dynamics of Significant Relationships
LAS 490 Social Science Independent Study
LAS 495 Social Science Special Topic

Note: For LAS 490 or LAS 495 the Independent Study or Special Topic must be in Sociology.

Sociology/Anthropology Minor, Elementary Education

Elementary Education (p. 102) students may select a minor in Sociology/Anthropology to fulfill their standard teaching concentration requirement.

Minor Details:
• Requires 30 QH in addition to Sociology and Anthropology courses taken as part of the General Education requirement
• Requires 15 QH of upper level coursework
• 15 QH of the upper level courses must be taken at NLU
• Requires minimum grade of “C” for each course in the minor

Required Courses
Anthropology Electives
Choose 15 QH from the courses below:
LAS 110 Introduction to Cultural Anthropology
LAS 240 Human Origins
LAS 300 Contemporary World Cultures
LAS 302 Asian History and Culture
LAS 303 Sub-Saharan African Cultures
LAS 304 Middle and South American Cultures
LAS 340 Native Americans
LAS 341 Comparative Ethnographies
LAS 342 Folklore
LAS 420 Social Theory
LAS 440 Anthropological Linguistics
LAS 441 Urban Anthropology
LAS 442 Anthropology of Gender Roles
LAS 449 Cross-Cultural Fieldwork
LAS 490 Social Science Independent Study
LAS 495 Social Science Special Topic

Note: For LAS 490 or LAS 495 the Independent Study or Special Topic must be in Anthropology.

Sociology Electives
Choose 15 QH from the courses below:
LAS 105 Introduction to Sociology
LAS 306 Marriage and Family
LAS 311 Racial and Ethnic History and Culture
LAS 313 The Metropolitan Community
LAS 330 Cultural Influences in the Workplace
LAS 405 Social Problems
LAS 420 Social Theory
INT 315 Women in Society
INT 420 Dynamics of Significant Relationships
LAS 490 Social Science Independent Study
LAS 495 Social Science Special Topic

Note: For LAS 490 or LAS 495 the Independent Study or Special Topic must be in Sociology.

Liberal Arts Minors

Art Minor, Liberal Arts Studies

Liberal Arts Studies (p. 72) and Applied Behavioral Sciences (p. 67) students may select a minor in Art. The Art curriculum at NLU features studio art, art history and art appreciation.

Minor Details:
• Requires 30 QH including Art courses taken as part of the General Education requirement
• Requires 10 QH of upper level coursework
• 5 QH of the upper level courses must be taken at NLU
• Requires a minimum grade of “C” for each course in the minor

Required Courses
Design Course - 5 QH
LAA 301 Design
Art History Elective - 5 QH
Choose one of the courses below:
LAA 310 Mexican Art
LAA 320 African Art
LAA 321 Sources and Development of American Art
LAA 322 19th and 20th Century Art
LAA 323 History of Far Eastern Art
Art Electives 20 QH
Choose 20 QH from the approved courses below:
LAA 101 Art Appreciation I
LAA 102 Art Appreciation II
LAA 110 Introduction to Art
LAA 200 Arts in Chicago
LAA 300 Ceramics
LAA 302 Drawing
LAA 303 Fiber Workshop
LAA 304 Mixed Media
LAA 305 Modeling and Sculpture
LAA 306 Painting
LAA 310 Mexican Art
LAA 320 African Art
LAA 321 Sources and Development of American Art
LAA 322 19th and 20th Century Art
LAA 323 History of Far Eastern Art
LAA 490 Art Independent Study
LAA 495 Art Special Topic
Note: LAA 110 is recommended.

Biology Minor, Liberal Arts
Liberal Arts Studies (p. 72) and Applied Behavioral Sciences (p. 67) students may select a minor in Biology. The minor provides a well-rounded foundation in the fundamental concepts and research techniques of biology. Students will benefit from NLU’s small class sizes and from laboratory work that is tightly integrated into the curriculum.

Minor Details:
• Requires 30 QH including applicable Science courses taken as part of the General Education requirement
• Requires 10 QH of upper level coursework
• 10 QH of upper level courses must be taken at NLU
• Requires a minimum grade of “C” for each course in the minor
• Requires science department approval before registering for any science courses that are accelerated, field-based or intersession

Required Courses
Biology Electives - 30 QH
Choose 30 QH of Biology (p. 229) courses
Note: The following courses do not count toward the biology electives: LAN 107, LAN 215, LAN 225.

English Minor, Liberal Arts
Liberal Arts Studies (p. 72) and Applied Behavioral Sciences (p. 67) students may select a minor in English. Students will learn about the major writers and periods of British and American literature and the cultural traditions found in minority literature. They will also master the basics of language, rhetoric and composition theory and learn how to analyze and critique writing.

Minor Details:
• Requires 30 QH including English courses taken as part of the General Education requirement
• Requires 10 QH of upper level coursework
• 5 QH of the upper level coursework must be taken at NLU
• Requires a minimum grade of “C” for each course in the minor

Required Courses
Literature and/or Writing Electives - 30 QH
Choose 30 QH of undergraduate Literature or Writing (p. 300) courses
Notes: The following courses do not count toward the literature and writing electives: LAE 100A, LAE 315. LAE 490 and LAE 495 must be approved.
Mathematics Minor, Liberal Arts
Liberal Arts Studies (p. 72) students and Applied Behavioral Sciences (p. 67) students may select a minor in Mathematics.

Minor Details:
- Requires 30 QH including Mathematics courses taken as part of the General Education requirement
- Requires 15 QH of coursework of upper level coursework
- 5 QH of upper level courses must be taken at NLU
- Requires minimum grade of “C” for each course in the minor

Required Courses
Core Courses - 5 QH
LAM 311 Calculus I
or
LAM 312 Calculus II
Mathematics Electives - 25 QH
Choose 25 QH of Mathematics (p. 308) courses

Notes: The following courses do not count toward the mathematics electives: LAM 100A, LAM 100B, LAM 106, LAM 107, LAM 108, LAM 109, LAM 110, LAM 112, LAM 113, LAM 115 and LAM 213, LAM 490, LAM 491, LAM 495 and LAM 499 must be approved.

Music Minor, Liberal Arts Studies
Liberal Arts Studies (p. 72) and Applied Behavioral Sciences (p. 67) students may select a minor in Music. The Music curriculum at NLU offers courses to encourage active listening and develop practical skills in performance, critical assessment and appreciation of music.

Minor Details:
- Requires 30 QH including Music courses taken as part of the General Education requirement
- Requires 10 QH of upper level coursework
- 5 QH of the upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

Required Courses
Core Courses
LAU 110 Introduction to Music

Philosophy Minor, Liberal Arts Studies
Liberal Arts Studies (p. 72) and Applied Behavioral Sciences (p. 67) students may select a minor in Philosophy. The Philosophy minor offers courses that help students sharpen analytical skills and develop insight into the relationships between people, actions and concepts.

Minor Details:
- Requires 30 QH including Philosophy courses taken as part of the General Education requirement
- Requires 10 QH of upper level coursework
- 5 QH of the upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

Required Courses
Core Courses
LAH 110 Introduction to Philosophy
LAH 120 Logic and Effective Thinking
LAH 305 Philosophy of Values and Ethics

Philosophy Electives - 15 QH
Choose 15 QH from the courses below:
LAH 310 Philosophy of Religion
LAH 315 Religions of the World
LAH 320 Philosophy of Death and Dying
LAH 325 Death, Dying and Near-Death Experiences--Implications in Health Care
LAH 490 Philosophy Independent Study
LAH 495 Philosophy Special Topics
Physical Science Minor, Liberal Arts

Liberal Arts Studies (p. 72) and Applied Behavioral Science (p. 67) students may select a minor in Physical Science. Students will learn about topics like astrology, physics, geology, chemistry and meteorology.

**Minor Details:**
- Requires 30 QH including Physical Science courses taken as part of the General Education requirement
- Requires 10 QH of upper level coursework
- 10 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor
- Requires science department approval before registering for any science courses that are accelerated, field-based or intersession

**Required Courses**

**Physical Science Electives**
Choose 30 QH from the courses below:
- LAN 150 Survey of Physical Science
- LAN 250 General Chemistry I
- LAN 251 General Chemistry II
- LAN 256 Science of Simple Machines
- LAN 260 Consumer Chemistry
- LAN 350 Physical Geology
- LAN 351 General Physics I
- LAN 352 General Physics II
- LAN 354 Astronomy
- LAN 362 Organic Chemistry I
- LAN 363 Organic Chemistry II
- LAN 490E Independent Study--Earth Science
- LAN 490P Independent Study--Physical Science
- LAN 495E Earth Science Special Topic
- LAN 495P Physical Science Special Topic
- LAN 499E Earth Science Seminar
- LAN 499P Physical Science Seminar

Note: The following courses do not count toward the physical science electives: LAN 108.

Psychology Minor, Liberal Arts

Liberal Arts Studies (p. 72) and Applied Behavioral Sciences (p. 67) students may select a minor in Psychology. The Psychology minor prepares students to use psychological concepts and theories and provides a foundation for further graduate study.

**Minor Details:**
- Requires 30 QH including Psychology courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 15 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

**Required Courses**

**Core Course**
LAP 100 General Psychology

**Developmental Psychology**
Choose one of the courses below:
- LAP 200 Psychology of Development in the Infant/Toddler Years
- LAP 201 Psychology of Early Childhood
- LAP 202 Psychology of Middle Childhood and Adolescence
- LAP 300 Adult Development and Learning Assessment
- LAP 303 Introduction to Psycholinguistics
- LAP 315 Lifespan Development
- LAP 441 Psychology of Artistic Expression
- LAP 442 Interpersonal Development
- LAP 450 Human Sexuality
- LAP 320 Psychological Assessment of the Young Child--Part I
- LAP 321 Psychological Assessment of the Young Child--Part II

Note: LAP 320 and LAP 321 together count as one course.

**Social, Personality or Clinical Psychology**
Choose one of the courses below:
- LAP 306 Theories of Personality
- LAP 307 Abnormal Psychology
- LAP 325 Psychology of Play and Therapeutic Applications
LAP 330  Social Psychology
LAP 340  Effective Interpersonal Relationships
LAP 342  Interpersonal Helping Skills
LAP 411  Psychology of Exceptional Children and Adolescents
LAP 441  Psychology of Artistic Expression
LAP 320  Psychological Assessment of the Young Child--Part I
      with
LAP 321  Psychological Assessment of the Young Child--Part II

Note: LAP 320 and LAP 321 together count as one course.

Cognitive or Experimental Psychology
Choose one of the courses below:
LAP 300  Adult Development and Learning Assessment
LAP 303  Introduction to Psycholinguistics
LAP 305  Memory and Cognition
LAP 401  Psychology of Learning
LAP 402  Experimental Psychology

Community Psychology
Choose one of the courses below:
LAP 200  Psychology of Development in the Infant/Toddler Years
LAP 201  Psychology of Early Childhood
LAP 330  Social Psychology
LAP 340  Effective Interpersonal Relationships
LAP 342  Interpersonal Helping Skills
LAP 348  Cross-Cultural Communication
LAP 350  Culture and Self
LAP 352  Children and Families under Stress
LAP 425  Mental Health
LAP 442  Interpersonal Development
LAP 443  Managing Interpersonal Communication in Organizations
LAP 450  Human Sexuality

Psychology Electives
Choose 5 QH of undergraduate Psychology (p. 321) courses with advisor approval

Psychology/Human Development Minor, Liberal Arts

Liberal Arts Studies (p. 72) and Applied Behavioral Sciences (p. 67) students may select a minor in Psychology/Human Development.

Minor Details:
- Requires 30 QH including Psychology courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 15 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

Required Courses
Core Courses
LAP 100  General Psychology
LAP 315  Lifespan Development

Developmental Psychology
Choose two of the courses below:
LAP 200  Psychology of Development in the Infant/Toddler Years
LAP 201  Psychology of Early Childhood
LAP 202  Psychology of Middle Childhood and Adolescence
LAP 300  Adult Development and Learning Assessment
LAP 303  Introduction to Psycholinguistics
LAP 315  Lifespan Development
LAP 441  Psychology of Artistic Expression
LAP 442  Interpersonal Development
LAP 450  Human Sexuality
LAP 320  Psychological Assessment of the Young Child--Part I
      with
LAP 321  Psychological Assessment of the Young Child--Part II

Notes: LAP 201 is preferred. LAP 320 and LAP 321 together count as one course.

Psychology Electives
Choose two of the elective courses below:
LAP 200  Psychology of Development in the Infant/Toddler Years
LAP 201  Psychology of Early Childhood
LAP 300  Adult Development and Learning
Assessment
LAP 303 Introduction to Psycholinguistics
LAP 305 Memory and Cognition
LAP 306 Theories of Personality
LAP 307 Abnormal Psychology
LAP 325 Psychology of Play and Therapeutic Applications
LAP 330 Social Psychology
LAP 340 Effective Interpersonal Relationships
LAP 342 Interpersonal Helping Skills
LAP 348 Cross-Cultural Communication
LAP 350 Culture and Self
LAP 352 Children and Families under Stress
LAP 401 Psychology of Learning
LAP 402 Experimental Psychology
LAP 411 Psychology of Exceptional Children and Adolescents
LAP 425 Mental Health
LAP 441 Psychology of Artistic Expression
LAP 442 Interpersonal Development
LAP 443 Managing Interpersonal Communication in Organizations
LAP 450 Human Sexuality
LAP 320 Psychological Assessment of the Young Child--Part I
LAP 321 Psychological Assessment of the Young Child--Part II

Required Courses

Science Electives - 30 QH
Choose 30 QH of Science (p. 314) courses

Note: The following courses do not count toward the science electives: LAN 107, LAN 108, LAN 215, LAN 225, LAN 235.

Social Science Minor, Liberal Arts

Liberal Arts Studies (p. 72) and Applied Behavioral Science (p. 67) students may select a minor in Social Science. Students will gain a broad understanding of human and social behavior emphasizing the interdisciplinary perspectives of anthropology, economics, history, political science and sociology.

Minor Details:

• Requires 30 QH including Social Science courses taken as part of the General Education requirement
• Requires 15 QH of upper level coursework
• 5 QH of upper level courses must be taken at NLU
• Requires a minimum grade of “C” for each course in the minor

Required Courses
Choose 30 QH of undergraduate Social Science (p. 334) courses

Theatre Arts Minor, Liberal Arts Studies

Liberal Arts Studies (p. 72) and Applied Behavioral Science (p. 67) students may select a minor in Theatre Arts. The required courses in the Theatre Arts minor at NLU provide a theoretical and historical base for the art form, while electives allow students to further explore theatre arts or branch out to the field of film studies with a wide variety of offerings.

Minor Details:

• Requires 30 QH including Theatre Arts courses taken as part of the General Education requirement
• Requires 10 QH of upper level coursework
• 5 QH of the upper level courses must be taken at NLU
• Requires a minimum grade of "C" for each course in the minor

Required Courses
Core Courses
LAT 220 Introduction to Theatre
LAT 223 Children’s Theatre
LAT 231 Creative Drama
LAT 330 Theatre History and Literature I
Theatre Art Electives
Choose 10 QH of Theatre Arts (p. 346) elective courses
CONCENTRATIONS

Curriculum and Instruction Concentrations

Bilingual Education Concentration, Curriculum and Instruction (CAS)

This concentration is designed for those wishing to teach in a bilingual classroom. It focuses on theories of language acquisition, strategies that promote cultural understanding and teaching practices that meet the needs of English Language Learners.

This coursework, along with the fullfillment of other requirements, can be applied to the State of Illinois approval or endorsement in Bilingual Education. Visit the Illinois State Board of Education for more details.

Concentration Details:
• Requires 21 SH for completion

Required Courses
Bilingual Education Concentration-Core Courses - 15 SH
CIL 500 Foundations of ESL and Bilingual Education
CIL 505 Methods and Materials for Teaching English as a Second Language
CIL 506 Methods and Materials for Teaching Bilingual Education
CIL 510 Assessment of ESL and Bilingual Education Students
CIL 531 Cross Cultural Education

Bilingual Education Concentration-Electives - 6 SH
Choose 6 SH from the courses below:
CIL 501 Introduction to Linguistics for TESOL
CIL 511 Family Literacy for Linguistically and Culturally Diverse Learners
CIL 512 Reading in a New Language: Linguistic Considerations
CIL 532 Technology Instruction for Linguistically and Culturally Diverse Students

Note: Other NCE graduate courses may apply, but the above courses are accepted for the State of Illinois Bilingual Education approval.

Bilingual Education Concentration, Curriculum and Instruction (M.Ed.)

This concentration is designed for those wishing to teach in a bilingual classroom. It focuses on theories of language acquisition, strategies that promote cultural understanding and teaching practices that meet the needs of English Language Learners.

This coursework, along with other requirements, can be applied to the State of Illinois approval or endorsement in Bilingual Education. Visit the Illinois State Board of Education for more details.

Concentration Details:
• Requires 18 SH for completion

Required Courses
Bilingual Education Concentration-Core Courses - 15 SH
CIL 500 Foundations of ESL and Bilingual Education
CIL 505 Methods and Materials for Teaching English as a Second Language
CIL 506 Methods and Materials for Teaching Bilingual Education
CIL 510 Assessment of ESL and Bilingual Education Students
CIL 531 Cross Cultural Education

Bilingual Education Concentration-Electives - 3 SH
Choose 3 SH from the courses below:
CIL 501 Introduction to Linguistics for TESOL
CIL 511 Family Literacy for Linguistically and Culturally Diverse Learners
CIL 512 Reading in a New Language: Linguistic Considerations
CIL 532 Technology Instruction for Linguistically and Culturally Diverse Students

Note: Other NCE graduate courses may apply, but the above courses are accepted for the State of Illinois Bilingual Education approval.

English as a Second Language Concentration, Curriculum and Instruction (CAS)

This concentration is designed for those wishing to teach English as a Second Language. It focuses on
theories of language acquisition, strategies that promote cultural understanding and teaching practices that meet the needs of English Language Learners.

This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois approval or endorsement in English as a Second Language. Visit the Illinois State Board of Education for more details.

Concentration Details:
• Requires 21 SH for completion

Required Courses
English as a Second Language Concentration-Core Courses - 15 SH
CIL 500 Foundations of ESL and Bilingual Education
CIL 505 Methods and Materials for Teaching English as a Second Language
CIL 510 Assessment of ESL and Bilingual Education Students
CIL 531 Cross Cultural Education
CIL 501 Introduction to Linguistics for TESOL or
CIL 512 Reading in a New Language: Linguistic Considerations

English as a Second Language Concentration-Electives - 6 SH
Choose 6 SH from the courses below:
CIL 501 Introduction to Linguistics for TESOL
CIL 511 Family Literacy for Linguistically and Culturally Diverse Learners
CIL 512 Reading in a New Language: Linguistic Considerations
CIL 532 Technology Instruction for Linguistically and Culturally Diverse Students

Note: Other NCE graduate courses may apply, but the above courses are accepted for the English as a Second Language approval.

English as a Second Language Concentration, Curriculum and Instruction (M.Ed.)
This concentration is designed for those wishing to teach English as a Second Language. It focuses on theories of language acquisition, strategies that promote cultural understanding and teaching practices that meet the needs of English Language Learners.

This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois approval or endorsement in English as a Second Language. Visit the Illinois State Board of Education for more details.

Concentration Details:
• Requires 18 SH for completion

Required Courses
English as a Second Language Concentration- Core Courses - 15 SH
CIL 500 Foundations of ESL and Bilingual Education
CIL 505 Methods and Materials for Teaching English as a Second Language
CIL 510 Assessment of ESL and Bilingual Education Students
CIL 531 Cross Cultural Education
CIL 501 Introduction to Linguistics for TESOL or
CIL 512 Reading in a New Language: Linguistic Considerations

English as a Second Language Concentration-Electives - 3 SH
Choose 3 SH from the courses below:
CIL 501 Introduction to Linguistics for TESOL
CIL 511 Family Literacy for Linguistically and Culturally Diverse Learners
CIL 512 Reading in a New Language: Linguistic Considerations
CIL 532 Technology Instruction for Linguistically and Culturally Diverse Students

Note: Other NCE graduate courses may apply, but the above courses are accepted for the English as a Second Language approval.

English as a Second Language/Bilingual Concentration, Curriculum and Instruction (CAS)
This concentration is designed for those wishing to work with students who are non-native English speakers. It focuses on theories of language acquisition, strategies that promote cultural understanding and teaching practices that meet the needs of English Language Learners.

This coursework, along with other requirements, can be applied to the State of Illinois approval or endorsement in Dual Instructional Program. Visit the Illinois State Board of Education for more details.
Concentration Details:
• Requires 21 SH for completion

Required Courses
English as a Second Language/Bilingual Education
Concentration Core Courses - 18 SH
CIL 500 Foundations of ESL and Bilingual Education
CIL 501 Introduction to Linguistics for TESOL
or
CIL 512 Reading in a New Language: Linguistic Considerations
CIL 505 Methods and Materials for Teaching English as a Second Language
CIL 506 Methods and Materials for Teaching Bilingual Education
CIL 510 Assessment of ESL and Bilingual Education Students
CIL 531 Cross Cultural Education

English as a Second Language/Bilingual Education Concentration Electives - 3 SH
Choose 3 SH from the courses below:
CIL 501 Introduction to Linguistics for TESOL
CIL 512 Reading in a New Language: Linguistic Considerations
CIL 532 Technology Instruction for Linguistically and Culturally Diverse Students

Note: Other NCE graduate courses may apply.

English as a Second Language/Bilingual Concentration, Curriculum and Instruction (M.Ed.)

This concentration is designed for those wishing to work with students who are non-native English speakers. It focuses on theories of language acquisition, strategies that promote cultural understanding and teaching practices that meet the needs of English Language Learners.

This coursework, along with other requirements, can be applied to the State of Illinois approval or endorsement in Dual Instructional Program. Visit the Illinois State Board of Education for more details.

Concentration Details:
• Requires 18 SH for completion

Required Courses
English as a Second Language/Bilingual Education
Concentration Core Courses - 18 SH
CIL 500 Foundations of ESL and Bilingual Education
CIL 501 Introduction to Linguistics for TESOL
CIL 505 Methods and Materials for Teaching English as a Second Language
CIL 506 Methods and Materials for Teaching Bilingual Education
CIL 510 Assessment of ESL and Bilingual Education Students
CIL 531 Cross Cultural Education

Health Education Concentration, Curriculum and Instruction (CAS)

This concentration is designed to prepare health educators to take their knowledge of health, health education and teaching skills into their professional practice. The coursework is applicable toward fulfilling requirements for the State of Illinois endorsement for Teachers of Health Education. Additional coursework and fulfillment of other requirements may be necessary for endorsement. Visit the Illinois State Board of Education for more details.

Concentration Details:
• Requires 21 SH for completion

Required Courses
Health Education Concentration Core Courses - 11 SH
CIW 507 Theories and Concepts of Health Education
CIW 518 Community Health
CIW 510 Curriculum Development and Evaluation in Health Education
CIW 508 School Health Education

Health Education Concentration Electives - 10 SH
Choose 10 SH from the courses below:
CIW 526 Disease Prevention and Control
CIW 505 Sexuality Education
CIW 516 Environmental Health
CIW 525 Nutrition and Dietary Patterns
CIW 517 Drug Education
CIW 515 Consumer Health
CIW 509 First Aid Safety and Injury Prevention
CIW 519 Mental Health
Health Education Concentration, Curriculum and Instruction (M.Ed.)
This concentration is designed to prepare health educators to take their knowledge of health, health education and teaching skills into their professional practice. The coursework is applicable toward fulfilling requirements for the State of Illinois endorsement for Teachers of Health Education. Additional coursework and fulfillment of other requirements may be necessary for endorsement. Visit the Illinois State Board of Education for more details.

**Concentration Details:**
- Requires 18 SH for completion

**Required Courses**
Health Education Concentration Core Courses - 11 SH
CIW 507 Theories and Concepts of Health Education
CIW 518 Community Health
CIW 510 Curriculum Development and Evaluation in Health Education
CIW 508 School Health Education

Health Education Concentration Electives - 7 SH
Choose 7 SH from the courses below:
CIW 526 Disease Prevention and Control
CIW 505 Sexuality Education
CIW 516 Environmental Health
CIW 525 Nutrition and Dietary Patterns
CIW 517 Drug Education
CIW 515 Consumer Health
CIW 509 First Aid Safety and Injury Prevention
CIW 519 Mental Health

Required Courses
Personalized Option Concentration - 21 SH
Choose 21 SH of NCE graduate courses with advisor approval

Personalized Option Concentration, Curriculum and Instruction (M.Ed.)
This concentration provides candidates with the opportunity to create a customized degree program according to personal and professional goals. Students may choose electives from courses in any area of graduate education, as approved by an academic advisor.

**Concentration Details:**
- Requires 18 SH for completion

**Required Courses**
Personalized Option Concentration - 21 SH
Choose 21 SH of NCE graduate courses with advisor approval

Science Education Concentration, Curriculum and Instruction (CAS)
This concentration is designed for educators who wish to gain further mastery over science content.

**Concentration Details:**
- Requires 21 SH for completion

**Required Courses**
Science Education Concentration - 21 SH
Choose 21 SH from the courses below:
SCE 510 Physics for Teachers
SCE 511 Earth Science for Teachers
SCE 512 Biology for Teachers
SCE 520 Applied Chemistry for Teachers
SCE 521 Astronomy for Teachers
SCE 525 Learning Science Using Informal Sites
SCE 526 Using Informal Sites: Advanced Study
SCE 594 Science Education Independent Study
Science Education Concentration, Curriculum and Instruction (M.Ed.)

This concentration is designed for educators who wish to gain further mastery over science content.

**Concentration Details:**
- Requires 18 SH for completion

**Required Courses**
Science Education Concentration - 18 SH
- SCE 510 Physics for Teachers
- SCE 511 Earth Science for Teachers
- SCE 512 Biology for Teachers
- SCE 520 Applied Chemistry for Teachers
- SCE 521 Astronomy for Teachers
- SCE 525 Learning Science Using Informal Sites
- SCE 526 Using Informal Sites: Advanced Study

Social Studies Concentration, Curriculum and Instruction (CAS)

This concentration is designed for educators who wish to gain further mastery over social studies content.

**Concentration Details:**
- Requires 18 SH for completion

**Required Courses**
Social Studies Concentration - 18 SH
- Choose 18 SH from the courses below:
  - CIS 502 Trends in Teaching Social Studies
  - CIS 506 Geographic Perspectives: Human-Environmental Interaction
  - CIS 507 Studying the World
  - CIS 508 Democracy and Diversity in the United States
  - CIS 509 Technology and Innovation in United States and World Civilizations
  - CIS 515 Teaching United State History and Culture
  - CIS 516 Teaching the Local Community

Teaching for Conceptual Integration Concentration, Curriculum and Instruction (CAS)

This concentration focuses on enhancing student learning with instructional methods to help students integrate concepts and processes from several subject areas of the curriculum.

**Concentration Details:**
- Requires 21 SH for completion

**Required Courses**
Teaching for Conceptual Integration Concentration - 18 SH
- Choose 18 SH from the courses below:
  - CIT 501 Teaching for Conceptual Integration in Reading/Language Arts and Mathematics
  - CIT 502 Teaching for Conceptual Integration in Science and Social Studies
  - CIT 503 Teaching for Conceptual Integration in Reading/Language Arts and Social Studies
  - CIT 504 Teaching for Conceptual Integration in Mathematics and Science
  - CIT 505 Teaching for Conceptual Integration for Reading/Language Arts and Science
Teaching for Conceptual Integration
Concentration, Curriculum and Instruction (M.Ed.)

This concentration focuses on enhancing student learning with instructional methods to help students integrate concepts and processes from several subject areas of the curriculum.

**Concentration Details:**
- Requires 18 SH for completion

**Required Courses**
- Teaching for Conceptual Integration Concentration - 18 SH
  - CIT 501 Teaching for Conceptual Integration in Reading/Language Arts and Mathematics
  - CIT 502 Teaching for Conceptual Integration in Science and Social Studies
  - CIT 503 Teaching for Conceptual Integration in Reading/Language Arts and Social Studies
  - CIT 504 Teaching for Conceptual Integration in Mathematics and Science
  - CIT 505 Teaching for Conceptual Integration for Reading/Language Arts and Science
  - CIT 506 Teaching for Conceptual Integration in Mathematics and Social Studies

**Foreign Language Concentrations**

**Spanish Language Concentration**

Students in the Applied Behavioral Sciences, B.A. (p. 67); Human Services, B.A. (p. 70); Psychology, B.A. (p. 73); and Social Science, B.A. (p. 75) programs may select a concentration in Spanish. The concentration is designed for undergraduate students who are interested in learning to communicate in Spanish. This concentration is offered in both face-to-face and online formats.

**Concentration Details:**
- Requires 15 QH, including Spanish courses taken as part of the General Education requirement, for completion
- 10 QH of coursework must be taken at NLU
- Requires a minimum grade of “C” for each course in the concentration
- Not open to native speakers of Spanish

**Required Courses - 15 QH**
- SPAN 100 Spanish I
- SPAN 110 Spanish II
- SPAN 120 Spanish III

Note: SPAN 110 and SPAN 120 must be taken at NLU.

**Secondary Education Concentrations**

**Secondary Education, M.A.T., Biological Science Concentration (Alternative Certification)**

This route to the M.A.T. and teacher certification is for candidates accepted into one of NLU’s alternative certification partner programs. Candidates in these programs teach in Chicago Public Schools while completing their certification coursework.

Students working for this certification hold a one-year PROVISIONAL certificate during the first year. After completing certified courses and a year-long internship, they receive an ALTERNATIVE CERTIFICATE.

Teachers may apply for an INITIAL CERTIFICATE (the standard Type 09) after four years of teaching.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have a grade point average of 3.0 in the last 60 hours of coursework
- Have a grade point average of 3.0 or better in Biology coursework
- Have 12 semester hours of upper division courses in Biology
- Pass the Content test in Biology
- Note: The written statement and three references are waived

In addition, the Biological Science endorsement requires:
- A major in Biology from a regionally accredited institution or a minimum of 24 SH of coursework
in Biology with 10 SH of laboratory courses and at least one course in each of the areas listed below:

- One course in Chemistry
- One course in Earth Science/Space Science
- One course in Environmental Science
- One course in Physics
- 6 SH in Math—must be above College Algebra

**Program Details:**

- Requires 32 SH for completion
- Requires an internship

**Required Courses**

**MAT Core - 3 SH**

- EPS 511 Human Learning and Development in Instructional Contexts

**Secondary Education – Alternative Certification in Biological Science Requirements - 23 SH**

- CIL 505 Methods and Materials for Teaching English as a Second Language
- RLR 540 Teaching Content Area Literacy at the Middle and Secondary Level
- SEC 502 Introduction to Teaching at the Secondary Level
- SEC 510 Teaching Biology at the Secondary Level
- SEC 592A Secondary Education Alternative Certification: Internship for the Biological Sciences
- SPE 500 Introduction to Exceptional Children and Adolescents/Special Education

**Secondary Education Elective Options - 6 SH**

Choose one pair of the courses below:

- SEC 525 American Urban Education and
- SEC 527 Politics and Policy of Urban Education and Data Management
- SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents and
- SPE 506 Frameworks and Perspectives in Special Education or
- CIL 500 Foundations of ESL and Bilingual Education and

**CIL 510** Assessment of ESL and Bilingual Education Students
- EPS 513 Frameworks for Data Driven Instruction and
- ESR 514 Research in Action: Becoming Practitioner Researchers or
- MLE 500 Middle School: An Overview and
- MLE 502 Middle Level Curriculum

The following courses are required for certification:

- EPS 511 Human Learning and Development in Instructional Contexts
- SEC 502 Introduction to Teaching at the Secondary Level
- SEC 510 Teaching Biology at the Secondary Level
- SEC 592A Secondary Education Alternative Certification: Internship for the Biological Sciences
- SPE 500 Introduction to Exceptional Children and Adolescents/Special Education

Note: Candidates may become certified prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

**Secondary Education, M.A.T., Biological Science Concentration (Resident Teacher Program)**

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for the Secondary Education Certificate (Type 09) with an endorsement
in Biology. Visit Certifications and Endorsements at NLU for more details.

**In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:**

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have a grade point average of 3.0 in the last 60 hours of coursework
- Have a grade point average of 3.0 or better in Biology coursework
- Have 12 semester hours of upper division courses in Biology
- Pass the Content test in Biology

In addition, the Biological Science endorsement requires:

- A major in Biology from a regionally accredited institution or a minimum of 24 SH of coursework in Biology with 10 SH of laboratory courses and at least one course in each of the areas listed below:
  - One course in Chemistry
  - One course in Earth Science/Space Science
  - One course in Environmental Science
  - One course in Physics
  - 6 SH in Math—must be above College Algebra

**Program Details:**

- Requires 35 SH for completion
- Requires student teaching

**Required Courses**

**MAT Core - 3 SH**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EPS 511</td>
<td>Human Learning and Development in Instructional Contexts</td>
</tr>
</tbody>
</table>

**Secondary Education – Biological Science Requirements - 26 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
</tr>
<tr>
<td>RLR 540</td>
<td>Teaching Content Area Literacy at the Middle and Secondary Level</td>
</tr>
<tr>
<td>SEC 502</td>
<td>Introduction to Teaching at the Secondary Level</td>
</tr>
<tr>
<td>SEC 510</td>
<td>Teaching Biology at the Secondary Level</td>
</tr>
<tr>
<td>SEC 597A</td>
<td>Resident Student Teaching in Secondary Education Biology</td>
</tr>
<tr>
<td>SPE 500</td>
<td>Introduction to Exceptional Children and Adolescents/Special Education</td>
</tr>
</tbody>
</table>

**TIE 535** Instructional Design for Integrating Technology across the Curriculum

**Secondary Education Elective Options - 6 SH**

Choose one pair of the courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 525</td>
<td>American Urban Education</td>
</tr>
<tr>
<td>SEC 527</td>
<td>Politics and Policy of Urban Education and Data Management</td>
</tr>
<tr>
<td>SPE 501</td>
<td>Educational and Diagnostic Assessment of Exceptional Children and Adolescents</td>
</tr>
<tr>
<td>SPE 506</td>
<td>Frameworks and Perspectives in Special Education</td>
</tr>
<tr>
<td>CIL 500</td>
<td>Foundations of ESL and Bilingual Education</td>
</tr>
<tr>
<td>CIL 510</td>
<td>Assessment of ESL and Bilingual Education Students</td>
</tr>
<tr>
<td>EPS 513</td>
<td>Frameworks for Data Driven Instruction</td>
</tr>
<tr>
<td>ESR 514</td>
<td>Research in Action: Becoming Practitioner Researchers</td>
</tr>
<tr>
<td>MLE 500</td>
<td>Middle School: An Overview</td>
</tr>
<tr>
<td>MLE 502</td>
<td>Middle Level Curriculum</td>
</tr>
</tbody>
</table>

**Secondary Education Student Teaching Enrollment Requirements**

Admission to and continuance in student teaching are contingent on the following actions.

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
• Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
• Complete all of their certification courses except for SEC 597A (Student Teaching)
• Pass all methods courses at National Louis University with a grade no lower than a B
• Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
• Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by certification coursework and departmental assessments

Secondary Education, M.A.T., Biological Science Concentration (Traditional Program)

This program is for those with a baccalaureate degree and undergraduate coursework in Biology who seek an Illinois secondary education certificate. Candidates will be eligible for certification in Secondary Education (Type 09) with an endorsement in Biology. Visit Certifications and Endorsements at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
• Have a grade point average of 3.0 in the last 60 hours of coursework
• Have a grade point average of 3.0 or better in Biology coursework
• Have 12 semester hours of upper division courses in Biology
• Pass the Content test in Biology

In addition, the Biological Science endorsement requires:

• A major in Biology from a regionally accredited institution or a minimum of 24 SH of coursework in Biology with 10 SH of laboratory courses and at least one course in each of the areas listed below:
  • One course in Chemistry
  • One course in Earth Science/Space Science
  • One course in Environmental Science
  • One course in Physics

• 6 SH in Math—must be above College Algebra

Program Details:

• Requires 32 SH for completion
• Requires student teaching

Required Courses

MAT Core - 3 SH

EPS 511 Human Learning and Development in Instructional Contexts

Secondary Education – Biological Science Requirements - 23 SH

CIL 505 Methods and Materials for Teaching English as a Second Language

RLR 540 Teaching Content Area Literacy at the Middle and Secondary Level

SEC 502 Introduction to Teaching at the Secondary Level

SEC 510 Teaching Biology at the Secondary Level

SEC 590A Student Teaching Secondary School Biological Science

SPE 500 Introduction to Exceptional Children and Adolescents/Special Education

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

SEC 525 American Urban Education

SEC 527 Politics and Policy of Urban Education and Data Management

SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents

SPE 506 Frameworks and Perspectives in Special Education

CIL 500 Foundations of ESL and Bilingual Education

CIL 510 Assessment of ESL and Bilingual Education Students

EPS 513 Frameworks for Data Driven Instruction

ESR 514 Research in Action: Becoming Practitioner Researchers
MLE 500  Middle School: An Overview and
MLE 502  Middle Level Curriculum

The following courses are required for certification:

EPS 511   Human Learning and Development in Instructional Contexts
SEC 502   Introduction to Teaching at the Secondary Level
SEC 510   Teaching Biology at the Secondary Level
SEC 590A  Student Teaching Secondary School Biological Science
SPE 500   Introduction to Exceptional Children and Adolescents/Special Education

Note: Candidates may become certified prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

Secondary Education Student Teaching Enrollment Requirements

Admission to and continuance in student teaching are contingent on the following actions.

Candidates must:

• Be accepted into the graduate program of National College of Education
• File, by the designated deadline, the application form for student teaching
• Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
• Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
• Complete all of their certification courses except for SEC 590A (Student Teaching)
• Pass all methods courses at National Louis University with a grade no lower than a B
• Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
• Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by certification coursework and departmental assessments

Secondary Education, M.A.T., English/Language Arts Concentration (Alternative Certification)

This route to the M.A.T. and teacher certification is for candidates accepted into one of NLU’s alternative certification partner programs. Candidates in these programs teach in Chicago Public Schools while completing their certification coursework.

Students working for this certification hold a one-year PROVISIONAL certificate during the first year. After completing certified courses and a year-long internship, they receive an ALTERNATIVE CERTIFICATE.

Teachers may apply for an INITIAL CERTIFICATE (the standard Type 09) after four years of teaching.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
• Have a grade point average of 3.0 in the last 60 hours of coursework
• Have a grade point average of 3.0 or better in English coursework
• 32 semester hours of coursework in English (12 semester hours of upper division courses)
• Pass the Content Test in English/Language Arts
• Note: The written statement and three references are waived

In addition, candidates must fulfill all of the areas listed below:

• 9 SH in Writing Skills: 6 SH of Composition (Comp I/II, advanced writing courses or writing-intensive courses) and 3 SH of Creative Writing
• 17 SH must be in Literature: one course in each of the following areas:
  • Introduction to Literary Criticism
  • American Literature
  • English Literature
  • Non-Western or Ethnic American Literature
  • Shakespeare
  • Poetry or Adolescent Literature
• 6 SH can be in writing, literature, speech, or journalism
**Program Details:**

- Requires 32 SH for completion
- Requires an internship

**Required Courses**

**MAT Core - 3 SH**

- ESR 511: Action Research II: Contextualizing and Analyzing

**Secondary Education – Alternative Certification in English Requirements - 23 SH**

- CIL 505: Methods and Materials for Teaching English as a Second Language
- RLR 540: Teaching Content Area Literacy at the Middle and Secondary Level
- SEC 502: Introduction to Teaching at the Secondary Level
- SEC 512: Teaching English at the Secondary Level
- SEC 592B: Secondary Education Alternative Certification: Internship for English Language Arts
- SPE 500: Introduction to Exceptional Children and Adolescents/Special Education

**Secondary Education Elective Options - 6 SH**

Choose one pair of the courses below:

- SEC 525: American Urban Education
  and
- SEC 527: Politics and Policy of Urban Education and Data Management
  or
- SPE 501: Educational and Diagnostic Assessment of Exceptional Children and Adolescents
  and
- SPE 506: Frameworks and Perspectives in Special Education
  or
- CIL 500: Foundations of ESL and Bilingual Education
  and
- CIL 510: Assessment of ESL and Bilingual Education Students
  or
- EPS 513: Frameworks for Data Driven Instruction
  and
- ESR 514: Research in Action: Becoming Practitioner Researchers
  or
- MLE 500: Middle School: An Overview
  and
- MLE 502: Middle Level Curriculum

The following courses are required for certification:

- EPS 511: Human Learning and Development in Instructional Contexts
- SEC 502: Introduction to Teaching at the Secondary Level
- SEC 512: Teaching English at the Secondary Level
- SEC 592B: Secondary Education Alternative Certification: Internship for English Language Arts
- SPE 500: Introduction to Exceptional Children and Adolescents/Special Education

Note: Candidates may become certified prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

**Secondary Education, M.A.T., English/Language Arts Concentration (Resident Teacher Program)**

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for Secondary Education Certificate (Type 09) with an endorsement in English/Language Arts. Visit Certifications and Endorsements at NLU for more details.

**In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:**

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have a grade point average of 3.0 in the last 60 hours of coursework
• Have a grade point average of 3.0 or better in English coursework
• Have 32 semester hours of coursework in English (12 semester hours of upper division)
• Pass the Content Test in English/Language Arts

In addition, candidates must fulfill all of the areas listed below:
• 9 SH in Writing Skills: 6 SH of Composition (Comp I/II, advanced writing courses or writing-intensive courses) and 3 SH of Creative Writing
• 17 SH must be in Literature: one course in each of the following areas:
  • Intro to Literary Criticism
  • American Literature
  • English Literature
  • Non-Western or Ethnic American Literature
  • Shakespeare
  • Poetry or Adolescent Literature
• 6 SH can be in writing, literature, speech or journalism

**Program Details:**
• Requires 35 SH for completion
• Requires student teaching

**Required Courses**

**MAT Core - 3 SH**
EPS 511 Human Learning and Development in Instructional Contexts

**Secondary Education – English/Language Arts Requirements - 26 SH**
CIL 505 Methods and Materials for Teaching English as a Second Language
RLR 540 Teaching Content Area Literacy at the Middle and Secondary Level
SEC 502 Introduction to Teaching at the Secondary Level
SEC 512 Teaching English at the Secondary Level
SEC 597B Resident Student Teaching in English/Language Arts
SPE 500 Introduction to Exceptional Children and Adolescents/Special Education
TIE 535 Instructional Design for Integrating Technology across the Curriculum

**Secondary Education Elective Options - 6 SH**
Choose one pair of the courses below:
SEC 525 American Urban Education and
SEC 527 Politics and Policy of Urban Education and Data Management or
SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents and
SPE 506 Frameworks and Perspectives in Special Education or
CIL 500 Foundations of ESL and Bilingual Education and
CIL 510 Assessment of ESL and Bilingual Education Students or
EPS 513 Frameworks for Data Driven Instruction and
ESR 514 Research in Action: Becoming Practitioner Researchers or
MLE 500 Middle School: An Overview and
MLE 502 Middle Level Curriculum

**Secondary Education Student Teaching**

**Enrollment Requirements**
Admission to and continuance in student teaching are contingent on the following actions.
Candidates must:
• Be accepted into the graduate program of National College of Education
• File, by the designated deadline, the application form for student teaching
• Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
• Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
• Complete all of their certification courses except for SEC 597B (Student Teaching)
• Pass all methods courses at National Louis University with a grade no lower than a B
• Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
• Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by certification coursework and departmental assessments

Secondary Education, M.A.T., English/Language Arts Concentration (Traditional Program)
This program is for those with a baccalaureate degree and undergraduate coursework in English who seek an Illinois secondary education certificate. Candidates will be eligible for certification in Secondary Education (Type 09) with an endorsement in English. Visit Certifications and Endorsements at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:
• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
• Have a grade point average of 3.0 in the last 60 hours of coursework
• Have a grade point average of 3.0 or better in English coursework
• Have 32 semester hours of coursework in English (12 semester hours of upper division courses)
• Pass the Content Test in English/Language Arts

In addition, candidates must fulfill all of the areas listed below:
• 9 SH in Writing Skills: 6 SH of Composition (Comp I/II, advanced writing courses or writing-intensive courses) and 3 SH of Creative Writing
• 17 SH must be in Literature: one course in each of the following areas:
  • Introduction to Literary Criticism
  • American Literature
  • English Literature
  • Non-Western or Ethnic American Literature
  • Shakespeare
  • Poetry or Adolescent Literature
• 6 SH can be in writing, literature, speech or journalism

Program Details:
• Requires 32 SH for completion
• Requires student teaching

Required Courses
MAT Core - 3 SH
EPS 511 Human Learning and Development in Instructional Contexts

Secondary Education – English Requirements - 23 SH
CIL 505 Methods and Materials for Teaching English as a Second Language
RLR 540 Teaching Content Area Literacy at the Middle and Secondary Level
SEC 502 Introduction to Teaching at the Secondary Level
SEC 512 Teaching English at the Secondary Level
SEC 590B Student Teaching Secondary School Language Arts/English
SPE 500 Introduction to Exceptional Children and Adolescents/Special Education

Secondary Education Elective Options - 6 SH
Choose one pair of the courses below:
SEC 525 American Urban Education
SEC 527 Politics and Policy of Urban Education and Data Management
SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents
SPE 506 Frameworks and Perspectives in Special Education
CIL 500 Foundations of ESL and Bilingual Education
CIL 510 Assessment of ESL and Bilingual Education Students
EPS 513 Frameworks for Data Driven Instruction
ESR 514 Research in Action: Becoming Practitioner Researchers
MLE 500 Middle School: An Overview
MLE 502  Middle Level Curriculum

The following courses are required for certification:

EPS 511  Human Learning and Development in Instructional Contexts
SEC 502  Introduction to Teaching at the Secondary Level
SEC 512  Teaching English at the Secondary Level
SEC 590B  Student Teaching Secondary School Language Arts/English
SPE 500  Introduction to Exceptional Children and Adolescents/Special Education

Note: Candidates may become certified prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

Secondary Education Student Teaching Enrollment Requirements

Admission to and continuance in student teaching are contingent on the following actions.

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their certification courses except for SEC 590B (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by certification coursework and departmental assessments

Secondary Education, M.A.T., Foreign Languages Concentration (Alternative Certification)

This route to the M.A.T. and teacher certification is for candidates accepted into one of NLU’s alternative certification partner programs. Candidates in these programs teach in Chicago Public Schools while completing their certification coursework.

Students working for this certification hold a one-year PROVISIONAL certificate during the first year. After completing certified courses and a year-long internship, they receive an ALTERNATIVE CERTIFICATE.

Teachers may apply for an INITIAL CERTIFICATE (the standard Type 10) after four years of teaching.

In addition to National College of Education Graduate Admission Requirements (p. 106), applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have a grade point average of 3.0 in the last 60 hours of coursework
- Choose a foreign language designation from one of the following: Chinese (Cantonese), Chinese (Mandarin), French, German, Hebrew, Italian, Japanese, Korean, Latin, Russian or Spanish
- Have a grade point average of 3.0 or better in foreign language designation coursework
- Have 32 semester hours of coursework in a foreign language designation (12 semester hours of upper division)
- Pass the ACTFL foreign language oral proficiency exam (advanced-low)
- Note: The written statement and references are waived

In addition, the Foreign Language endorsement requires that candidates fulfill all of the following areas in the designation language:

- Pass the foreign language designation test
- Beginning Language I & II
- Intermediate Language I & II
- One course in each of the following areas:
  - Grammar and Composition
  - Introduction to Literature
  - Introduction to History and Culture
**Program Details:**
- Requires 32 SH for completion
- Requires an internship

**Required Courses**
- MAT Core - 8 SH
  - EPS 511 Human Learning and Development in Instructional Contexts

**Secondary Education – Alternative Certification in Foreign Language Requirements - 23 SH**
- CIL 505 Methods and Materials for Teaching English as a Second Language
- RLR 540 Teaching Content Area Literacy at the Middle and Secondary Level
- SEC 502 Introduction to Teaching at the Secondary Level
- SEC 522 Teaching Classical Languages (Latin) at the Secondary Level
  - or
- SEC 524 Teaching World Languages K-12
  - and
- SEC 592F Secondary Education Alternative Certification: Internship for Foreign Language
- SPE 500 Introduction to Exceptional Children and Adolescents/Special Education

**Secondary Education Elective Options - 6 SH**
Choose one pair of the courses below:
- SEC 525 American Urban Education
  - and
- SEC 527 Politics and Policy of Urban Education and Data Management
  - or
- SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents
  - and
- SPE 506 Frameworks and Perspectives in Special Education
  - or
- CIL 500 Foundations of ESL and Bilingual Education
  - and
- CIL 510 Assessment of ESL and Bilingual Education Students
  - or
- EPS 513 Frameworks for Data Driven Instruction
  - and
- ESR 514 Research in Action: Becoming Practitioner Researchers
  - or
- MLE 500 Middle School: An Overview
  - and
- MLE 502 Middle Level Curriculum

The following courses are required for certification:
- EPS 511 Human Learning and Development in Instructional Contexts
- SEC 502 Introduction to Teaching at the Secondary Level
- SEC 522 Teaching Classical Languages (Latin) at the Secondary Level
  - or
- SEC 524 Teaching World Languages K-12
- SEC 592F Secondary Education Alternative Certification: Internship for Foreign Language
- SPE 500 Introduction to Exceptional Children and Adolescents/Special Education

Note: Candidates may become certified prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

**Secondary Education, M.A.T., Foreign Language Concentration (Resident Teacher Program)**

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for Foreign Language Certification (Type 10, K-12) with a designation in a specific language. Visit Certifications and Endorsements at NLU for more details.
In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have a grade point average of 3.0 in the last 60 hours of coursework
- Choose a designation from one of the following: Chinese (Cantonese), Chinese (Mandarin), French, German, Hebrew, Italian, Japanese, Korean, Latin, Russian or Spanish
- Have a grade point average of 3.0 or better in foreign language designation coursework
- Have 32 semester hours of coursework in foreign language designation (12 semester hours of upper division)
- Pass the ACTFL foreign language oral proficiency exam (advanced-low)

In addition, the Foreign Language endorsement requires that candidates fulfill all of the following areas in the designation language:

- Pass the foreign language designation test
- Beginning Language I & II
- Intermediate Language I & II
- One course in each of the following areas:
  - Grammar and Composition
  - Introduction to Literature
  - Introduction to History and Culture

Program Details:

- Requires 35 SH for completion
- Requires student teaching

Required Courses

**MAT Core - 3 SH**

**EPS 511** Human Learning and Development in Instructional Contexts

Secondary Education – Foreign Language Requirements - 26 SH

**CIL 505** Methods and Materials for Teaching English as a Second Language

**RLR 540** Teaching Content Area Literacy at the Middle and Secondary Level

**SEC 502** Introduction to Teaching at the Secondary Level

**SEC 522** Teaching Classical Languages (Latin) at the Secondary Level

or

**SEC 524** Teaching World Languages K-12

and

**SEC 597F** Resident Student Teaching in Secondary Education: Foreign Languages

**SPE 500** Introduction to Exceptional Children and Adolescents/Special Education

**TIE 535** Instructional Design for Integrating Technology across the Curriculum

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

- **SEC 525** American Urban Education
  
- **SEC 527** Politics and Policy of Urban Education and Data Management
  
- **SPE 501** Educational and Diagnostic Assessment of Exceptional Children and Adolescents
  
- **SPE 506** Frameworks and Perspectives in Special Education
  
- **CIL 500** Foundations of ESL and Bilingual Education
  
- **CIL 510** Assessment of ESL and Bilingual Education Students
  
- **EPS 513** Frameworks for Data Driven Instruction
  
- **ESR 514** Research in Action: Becoming Practitioner Researchers
  
- **MLE 500** Middle School: An Overview
  
- **MLE 502** Middle Level Curriculum

Secondary Education Student Teaching Enrollment Requirements

Admission to and continuance in student teaching are contingent on the following actions.

Candidates must:

- Be accepted into the graduate program of National College of Education
• File, by the designated deadline, the application form for student teaching

• Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form

• Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program

• Complete all of their certification courses except for SEC 597F (Student Teaching)

• Pass all methods courses at National Louis University with a grade no lower than a B

• Participate in faculty assessment and receive approval of his or her portfolio (Livetext)

• Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by certification coursework and departmental assessments

Secondary Education, M.A.T., Foreign Languages Concentration (Traditional Program)

This program is for those with a baccalaureate degree and undergraduate coursework in a foreign language who seek an Illinois secondary education certificate. Candidates will be eligible for a Foreign Language Certification (Type 10, K–12) with a designation in a specific language. Visit Certifications and Endorsements at NLU for more details.

In addition, the Foreign Language endorsement requires that candidates fulfill all of the following areas in the designated language:

• Pass the foreign language designation test

• Beginning Language I & II

• Intermediate Language I & II

• One course in each of the following areas:
  • Grammar and Composition
  • Introduction to Literature
  • Introduction to History and Culture

Program Details:

• Requires 32 SH for completion

• Requires student teaching

Required Courses

MAT Core - 3 SH

EPS 511 Human Learning and Development in Instructional Contexts

Secondary Education – Foreign Language Requirements - 23 SH

CIL 505 Methods and Materials for Teaching English as a Second Language

RLR 540 Teaching Content Area Literacy at the Middle and Secondary Level

SEC 502 Introduction to Teaching at the Secondary Level

SEC 522 Teaching Classical Languages (Latin) at the Secondary Level

or

SEC 524 Teaching World Languages K-12

and

SEC 590F Student Teaching Secondary School World Languages

SPE 500 Introduction to Exceptional Children and Adolescents/Special Education

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

SEC 525 American Urban Education

and

SEC 527 Politics and Policy of Urban Education

• Have 32 semester hours of coursework in foreign language designation (12 semester hours of upper division)

• Pass the ACTFL foreign language oral proficiency exam (advanced-low)

In addition, the Foreign Language endorsement requires that candidates fulfill all of the following areas in the designated language:

• Pass the foreign language designation test

• Beginning Language I & II

• Intermediate Language I & II

• One course in each of the following areas:
  • Grammar and Composition
  • Introduction to Literature
  • Introduction to History and Culture
Secondary Education, M.A.T., Mathematics Concentration (Alternative Certification)

This route to the M.A.T. and teacher certification is for candidates accepted into one of NLU’s alternative certification partner programs. Candidates in these programs teach in Chicago Public Schools while completing their certification coursework.

Students working for this certification hold a one-year PROVISIONAL certificate during the first year. After completing certified courses and a year-long internship, they receive an ALTERNATIVE CERTIFICATE.

Teachers may apply for an INITIAL CERTIFICATE (the standard Type 09) after four years of teaching.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have a grade point average of 3.0 in the last 60 hours of coursework
- Have a grade point average of 3.0 or better in Mathematics coursework
• Have 32 semester hours of coursework in mathematics (12 semester hours of upper division courses)
• Pass the Content Test in Mathematics
• Note: The written statement and references are waived

In addition, candidates must fulfill all of the areas listed below:

• CALCULUS (6 SH)—These courses should cover the topics of limits, continuity, differentiation and applications of integration and possibly some topics from analytic geometry. The use of calculus in solving real life problems with technology should be emphasized. The courses meeting this requirement should be sequential in nature.

• FOUNDATIONS OF GEOMETRY (or COLLEGE GEOMETRY) (3 SH)—This focuses on major concepts of Euclidean geometry, with introduction of non-Euclidean geometry, including the study of axiom and postulate based deductive systems and the development of mathematical conjectures and proofs. The construction and representation of two and three-dimensional shapes is included as perspective drawings, or physical models, and as virtual representations, using dynamic geometry applications.

• GEOMETRY (3 SH)—Courses such as projective, affine and topology fit here. Three semester hours of an analytic geometry that was integrated in a calculus sequence may be placed here. These three semester hours of geometry must be upper (300/400/graduate) level.

• NUMBER THEORY (3 SH)—Courses should contain number theory, comparisons of numbers and number systems, and representation/application of complex numbers. Courses with titles such as group theory, ring theory and field theory will also fit in this area.

• MODERN/ABSTRACT ALGEBRA (3 SH)—Courses within this area should contain the development of the real number system and its subsystems and the analysis and explanation of procedures used for operations involving integers, rational, real and complex numbers. The use of technology to demonstrate and apply the properties of real numbers and their use in solving real life problems should also be included in this course.

• LINEAR ALGEBRA (3 SH)—The content of the course should include matrices and their operations, solutions of systems and equations, vector spaces, linear transformation, eigen values and eigenvectors with a focus on the use of linear algebra in solving real life problems. A course in matrix algebra or matrix theory will fit in this area.

• DISCRETE MATHEMATICS (3 SH)—Coursework within this area will involve the elements of graph theory, recurrence relations, finite difference approaches, linear programming and combinatorics. Coursework can also contain discrete structures and the application of algorithms. Courses with titles such as finite math, logic, data structures and discrete structures would also fit in this area.

• PROBABILITY & STATISTICS (3 SH)—Coursework in this area should contain the treatment of topics as mutually exclusive events, independent as dependent events, conditional probability, combinatorics, random variables, sampling methods, confidence intervals, inferential statistics, distributions and correlation. Estimating probabilities and data representation using graphing calculators or statistical software should also be covered in this course. A statistics course in other areas (business, economics, etc.) may be placed here.

• HISTORY OF MATHEMATICS (3 SH)—This course provides a study of the historical development of the central concepts of mathematics from early times to the present. Students analyze the accomplishments of significant mathematicians within historical, cultural, and scientific contexts, including contributions from diverse cultures.

• MATH ELECTIVES (2 SH)—Any college-level math courses, if needed to reach 32 SH

Program Details:
• Requires 32 SH for completion
• Requires an internship

Required Courses

MAT Core - 3 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 511</td>
<td>Human Learning and Development in Instructional Contexts</td>
</tr>
</tbody>
</table>

Secondary Education – Alternative Certification in Mathematics Requirements - 23 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 500</td>
<td>Foundations of ESL and Bilingual Education</td>
</tr>
<tr>
<td>RLR 540</td>
<td>Teaching Content Area Literacy at the Middle and Secondary Level</td>
</tr>
<tr>
<td>SEC 502</td>
<td>Introduction to Teaching at the Secondary Level</td>
</tr>
<tr>
<td>SEC 514</td>
<td>Teaching Mathematics at the Secondary Level</td>
</tr>
<tr>
<td>SEC 592C</td>
<td>Secondary Education Alternative</td>
</tr>
</tbody>
</table>
Certification: Internship for Mathematics

SPE 500 Introduction to Exceptional Children and Adolescents/Special Education

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

SEC 525 American Urban Education

SEC 527 Politics and Policy of Urban Education and Data Management

SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents

SPE 506 Frameworks and Perspectives in Special Education

or

CIL 500 Foundations of ESL and Bilingual Education

CIL 510 Assessment of ESL and Bilingual Education Students

or

EPS 513 Frameworks for Data Driven Instruction

ESR 514 Research in Action: Becoming Practitioner Researchers

or

MLE 500 Middle School: An Overview

MLE 502 Middle Level Curriculum

The following courses are required for certification:

EPS 511 Human Learning and Development in Instructional Contexts

SEC 502 Introduction to Teaching at the Secondary Level

SEC 514 Teaching Mathematics at the Secondary Level

SEC 592C Secondary Education Alternative Certification: Internship for Mathematics

SPE 500 Introduction to Exceptional Children and Adolescents/Special Education

Secondary Education, M.A.T., Mathematics Concentration ( Resident Teacher Program)  

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for Secondary Education Certificate (Type 09) with an endorsement in Mathematics.

Visit Certifications and Endorsements at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have a grade point average of 3.0 in the last 60 hours of coursework
- Have a grade point average of 3.0 or better in Mathematics coursework
- Have 32 semester hours of coursework in mathematics (12 semester hours of upper division courses)
- Pass the Content Test in Mathematics

In addition, candidates must fulfill all of the areas listed below:

- CALCULUS (6 SH)—These courses should cover the topics of limits, continuity, differentiation and applications of integration and possibly some topics from analytic geometry. The use of calculus in solving real life problems with technology should be emphasized. The courses meeting this requirement should be sequential in nature.
- FOUNDATIONS OF GEOMETRY (or COLLEGE GEOMETRY) (3 SH)—This focuses on major concepts of Euclidean geometry, with introduction of non-Euclidean geometry, including the study of axiom and postulate-based deductive systems and
the development of mathematical conjectures and proofs. The construction and representation of two and three-dimensional shapes is included as perspective drawings, or physical models, and as virtual representations, using dynamic geometry applications.

- **GEOMETRY (3 SH)**—Courses such as projective, affine and topology fit here. Three semester hours of an analytic geometry that was integrated in a calculus sequence may be placed here. These three semester hours of geometry must be upper (300/400/graduate) level.

- **NUMBER THEORY (3 SH)**—Courses should contain number theory, comparisons of numbers and number systems, and representation/application of complex numbers. Courses with titles such as group theory, ring theory and field theory will also fit in this area.

- **MODERN/ABSTRACT ALGEBRA (3 SH)**—Courses within this area should contain the development of the real number system and its subsystems and the analysis and explanation of procedures used for operations involving integers, rational, real and complex numbers. The use of technology to demonstrate and apply the properties of real numbers and their use in solving real life problems should also be included in this course.

- **LINEAR ALGEBRA (3 SH)**—The content of the course should include matrices and their operations, solutions of systems and equations, vector spaces, linear transformation, eigen values and eigenvectors with a focus on the use of linear algebra in solving real life problems. A course in matrix algebra or matrix theory will fit in this area.

- **DISCRETE MATHEMATICS (3 SH)**—Coursework within this area will involve the elements of graph theory, recurrence relations, finite difference approaches, linear programming and combinatorics. Coursework can also contain discrete structures and the application of algorithms. Courses with titles such as finite math, logic, data structures and discrete structures would also fit in this area.

- **PROBABILITY & STATISTICS (3 SH)**—Coursework in this area should contain the treatment of topics as mutually exclusive events, independent ad dependent events, conditional probability, combinatorics, random variables, sampling methods, confidence intervals, inferential statistics, distributions and correlation. Estimating probabilities and data representation using graphing calculators or statistical software should also be covered in this course. A statistics course in other areas (business, economics, etc.) may be placed here.

- **HISTORY OF MATHEMATICS (3 SH)**—This course provides a study of the historical development of the central concepts of mathematics from early times to the present. Students analyze the accomplishments of significant mathematicians within historical, cultural, and scientific contexts, including contributions from diverse cultures.

- **MATH ELECTIVES (2 SH)**—Any college-level math courses, if needed to reach 32 SH

**Program Details:**

- Requires 35 SH for completion
- Requires student teaching

**MAT Core - 3 SH**

- **EPS 511** Human Learning and Development in Instructional Contexts
- **CIL 505** Methods and Materials for Teaching English as a Second Language
- **RLR 540** Teaching Content Area Literacy at the Middle and Secondary Level
- **SEC 502** Introduction to Teaching at the Secondary Level
- **SEC 514** Teaching Mathematics at the Secondary Level
- **SEC 597C** Resident Student Teaching in Secondary Education Mathematics
- **SPE 500** Introduction to Exceptional Children and Adolescents/Special Education
- **TIE 535** Instructional Design for Integrating Technology across the Curriculum

**Secondary Education Elective Options - 6 SH**

Choose one pair of the courses below:

- **SEC 525** American Urban Education
- **SEC 527** Politics and Policy of Urban Education and Data Management
- **SPE 501** Educational and Diagnostic Assessment of Exceptional Children and Adolescents
- **SPE 506** Frameworks and Perspectives in Special Education
- **CIL 500** Foundations of ESL and Bilingual Education
and

CIL 510  Assessment of ESL and Bilingual Education Students

or

EPS 513  Frameworks for Data Driven Instruction

and

ESR 514  Research in Action: Becoming Practitioner Researchers

or

MLE 500  Middle School: An Overview

and

MLE 502  Middle Level Curriculum

Secondary Education Student Teaching Enrollment Requirements

Admission to and continuance in student teaching are contingent on the following actions.
Candidates must:

• Be accepted into the graduate program of National College of Education

• File, by the designated deadline, the application form for student teaching

• Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form

• Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program

• Complete all of their certification courses except for SEC 597C (Student Teaching)

• Pass all methods courses at National Louis University with a grade no lower than a B

• Participate in faculty assessment and receive approval of his or her portfolio (Livetext)

• Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by certification coursework and departmental assessments

Secondary Education, M.A.T., Mathematics Concentration (Traditional Program)

This program is for those with a baccalaureate degree and undergraduate coursework in Mathematics who seek an Illinois secondary education certificate. Candidates will be eligible for certification in Secondary Education (Type 09) with an endorsement in Mathematics. Visit Certifications and Endorsements at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

• Submit official scores from the Miller Analogies Test

• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)

• Have a grade point average of 3.0 in the last 60 hours of coursework.

• Have a grade point average of 3.0 or better in Mathematics coursework

• Have 32 SH of coursework in Mathematics (12 SH of upper division courses)

• Pass the Content Test in Mathematics

In addition, candidates must fulfill all of the areas listed below:

• CALCULUS (6 SH)—These courses should cover the topics of limits, continuity, differentiation and applications of integration and possibly some topics from analytic geometry. The use of calculus in solving real life problems with technology should be emphasized. The courses meeting this requirement should be sequential in nature.

• FOUNDATIONS OF GEOMETRY (or COLLEGE GEOMETRY) (3 SH)—This focuses on major concepts of Euclidean geometry, with introduction of non-Euclidean geometry, including the study of axiom and postulate-based deductive systems and the development of mathematical conjectures and proofs. The construction and representation of two and three-dimensional shapes is included as perspective drawings, or physical models, and as virtual representations, using dynamic geometry applications.

• GEOMETRY (3 SH)—Courses such as projective, affine and topology fit here. Three semester hours of an analytic geometry that was integrated in a calculus sequence may be placed here. These three semester hours of geometry must be upper (300/400/graduate) level.

• NUMBER THEORY (3 SH)—Courses should contain number theory, comparisons of numbers and number systems, and representation/application of complex numbers. Courses with titles such as group theory, ring theory and field theory will also fit in this area.
• MODERN/ABSTRACT ALGEBRA (3 SH)—Courses within this area should contain the development of the real number system and its subsystems and the analysis and explanation of procedures used for operations involving integers, rational, real and complex numbers. The use of technology to demonstrate and apply the properties of real numbers and their use in solving real life problems should also be included in this course.

• LINEAR ALGEBRA (3 SH)—The content of the course should include matrices and their operations, solutions of systems and equations, vector spaces, linear transformation, eigen values and eigenvectors with a focus on the use of linear algebra in solving real life problems. A course in matrix algebra or matrix theory will fit in this area.

• DISCRETE MATHEMATICS (3 SH)—Coursework within this area will involve the elements of graph theory, recurrence relations, finite difference approaches, linear programming and combinatorics. Coursework can also contain discrete structures and the application of algorithms. Courses with titles such as finite math, logic, data structures and discrete structures would also fit in this area.

• PROBABILITY & STATISTICS (3 SH)—Coursework in this area should contain the treatment of topics as mutually exclusive events, independent ad dependent events, conditional probability, combinatorics, random variables, sampling methods, confidence intervals, inferential statistics, distributions and correlation. Estimating probabilities and data representation using graphing calculators or statistical software should also be covered in this course. A statistics course in other areas (business, economics, etc.) may be placed here.

• HISTORY OF MATHEMATICS (3 SH)—This course provides a study of the historical development of the central concepts of mathematics from early times to the present. Students analyze the accomplishments of significant mathematicians within historical, cultural, and scientific contexts, including contributions from diverse cultures.

• MATH ELECTIVES (2 SH)—Any college-level math courses, if needed to reach 32 SH

Program Details:
• Requires 32 SH for completion
• Requires student teaching

MAT Core - 3 SH

EPS 511 Human Learning and Development in Instructional Contexts

Secondary Education – Mathematics Requirements - 23 SH
CIL 505 Methods and Materials for Teaching English as a Second Language
RLR 540 Teaching Content Area Literacy at the Middle and Secondary Level
SEC 502 Introduction to Teaching at the Secondary Level
SEC 514 Teaching Mathematics at the Secondary Level
SEC 590C Student Teaching Secondary School Mathematics
SPE 500 Introduction to Exceptional Children and Adolescents/Special Education

Secondary Education Elective Options - 6 SH
Choose one pair of the courses below:
SEC 525 American Urban Education
SEC 527 Politics and Policy of Urban Education and Data Management
or
SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents
or
SPE 506 Frameworks and Perspectives in Special Education
or
CIL 500 Foundations of ESL and Bilingual Education
and
CIL 510 Assessment of ESL and Bilingual Education Students
or
EPS 513 Frameworks for Data Driven Instruction
and
ESR 514 Research in Action: Becoming Practitioner Researchers
or
MLE 500 Middle School: An Overview
and
MLE 502 Middle Level Curriculum

The following courses are required for certification:
EPS 511 Human Learning and Development in Instructional Contexts
SEC 502 Introduction to Teaching at the Secondary Level
Note: Candidates may become certified prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

Secondary Education Student Teaching Enrollment Requirements

Admission to and continuance in student teaching are contingent on the following actions.

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their certification courses except for SEC 590C (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by certification coursework and departmental assessments

Secondary Education, M.A.T., Physical Sciences Concentration (Alternative Certification)

This route to the M.A.T. and teacher certification is for candidates accepted into one of NLU’s alternative certification partner programs. Candidates in these programs teach in Chicago Public Schools while completing their certification coursework.

Students working for this certification hold a one-year PROVISIONAL certificate during the first year. After completing certified courses and a year-long internship, they receive an ALTERNATIVE CERTIFICATE.

Teachers may apply for an INITIAL CERTIFICATE (the standard Type 09) after four years of teaching.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have a grade point average of 3.0 in the last 60 hours of coursework
- Choose a designation from one of the following: Chemistry, Earth Science, Environmental Science or Physics
- Have Grade point average of 3.0 or better in designation course work
- Have 32 semester hours of coursework in Science (12 semester hours of upper division)
- Have a major from a regionally-accredited institution (or minimum 24 SH) in a single designation (10 SH of laboratory coursework for students who don’t have major in the designation)
- Have at least one course in Biology and each of the other designation areas
- Have 6 SH in Math—must be above College Algebra. Courses that will count include Trigonometry, Differential Equations, Advanced Algebra, Statistics and other upper level Math courses.
- Pass the Content Test in designation
- Note: The written statement and references are waived

Program Details:

- Requires 32 SH for completion
- Requires an internship

MAT Core - 3 SH
EPS 511 Human Learning and Development in Instructional Contexts
Secondary Education – Alternative Certification in Physical Science Requirements - 23 SH
CIL 505 Methods and Materials for Teaching English as a Second Language
RLR 540 Teaching Content Area Literacy at the Middle and Secondary Level
Note: Candidates may become certified prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

Secondary Education, M.A.T., Physical Science Concentration (Resident Teacher Program)

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for Secondary Education Certificate (Type 09) with an endorsement in a designated area of Physical Science. Visit Certifications and Endorsements at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have a grade point average of 3.0 in the last 60 hours of coursework
- Choose a designation from one of the following: Chemistry, Earth Science, Environmental Science or Physics
- Have a grade point average of 3.0 or better in designation coursework
- Have 32 SH of coursework in Science (12 SH of upper division)
- Have a major from a regionally-accredited institution (or minimum 24 SH) in a single designation (10 SH of laboratory coursework for students who don’t have major in the designation)
- Have at least one course in Biology and each of the other designation areas
• Have 6 SH in Math—must be above College Algebra. Courses that will count include Trigonometry, Differential Equations, Advanced Algebra, Statistics and other upper level Math courses
• Pass the Content Test in designation

Program Details:
• Requires 35 SH for completion
• Requires student teaching

MAT Core - 3 SH
EPS 511 Human Learning and Development in Instructional Contexts

Secondary Education – Physical Science Requirements - 26 SH
CIL 505 Methods and Materials for Teaching English as a Second Language
RLR 540 Teaching Content Area Literacy at the Middle and Secondary Level
SEC 502 Introduction to Teaching at the Secondary Level
SEC 516 Teaching Physical Science at the Secondary Level
SEC 597D Resident Student Teaching in Secondary Education Physical Science
SPE 500 Introduction to Exceptional Children and Adolescents/Special Education

Secondary Education Elective Options - 6 SH
Choose one pair of the courses below:
SEC 525 American Urban Education
SEC 527 Politics and Policy of Urban Education and Data Management
SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents
SPE 506 Frameworks and Perspectives in Special Education
CIL 500 Foundations of ESL and Bilingual Education
CIL 510 Assessment of ESL and Bilingual Education Students
EPS 513 Frameworks for Data Driven Instruction

ESR 514 Research in Action: Becoming Practitioner Researchers
or
MLE 500 Middle School: An Overview
and
MLE 502 Middle Level Curriculum

Secondary Education Student Teaching Enrollment Requirements
Admission to and continuance in student teaching are contingent on the following actions.

Candidates must:
• Be accepted into the graduate program of National College of Education
• File, by the designated deadline, the application form for student teaching
• Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
• Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
• Complete all of their certification courses except for SEC 597D (Student Teaching)
• Pass all methods courses at National Louis University with a grade no lower than a B
• Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
• Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by certification coursework and departmental assessments

Secondary Education, M.A.T., Physical Science Concentration (Traditional Program)
This program is for those with a baccalaureate degree and undergraduate coursework in a Physical Science who seek an Illinois secondary education certificate. Candidates will be eligible for certification in Secondary Education (Type 09) with an endorsement in a designation of Physical Science. Visit Certifications and Endorsements at NLU for more details.
In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Submit official scores from the Miller Analogies Test
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have a grade point average of 3.0 in the last 60 hours of coursework Choose a designation from one of the following: Chemistry, Earth Science, Environmental Science or Physics
- Have a grade point average of 3.0 or better in designation coursework
- Have 32 semester hours of coursework in Science (12 SH of upper division)
- Have a major from a regionally-accredited institution (or minimum 24 SH) in a single designation area (10 SH of laboratory coursework for students who don’t have major in the designation area)
- Have at least one course in Biology and each of the other designations
- Have 6 SH in Math—must be above College Algebra. Courses that will count include Trigonometry, Differential Equations, Advanced Algebra, Statistics and other upper level Math courses.
- Pass the Content Test in designation area

Program Details:

- Requires 32 SH for completion
- Requires student teaching

MAT Core - 3 SH

EPS 511 Human Learning and Development in Instructional Contexts

Secondary Education – Physical Science Requirements - 23 SH

CIL 505 Methods and Materials for Teaching English as a Second Language
RLR 540 Teaching Content Area Literacy at the Middle and Secondary Level
SEC 502 Introduction to Teaching at the Secondary Level
SEC 516 Teaching Physical Science at the Secondary Level
SEC 590D Student Teaching Secondary School Physical Science
SPE 500 Introduction to Exceptional Children and Adolescents/Special Education

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:
SEC 525 American Urban Education
SEC 527 Politics and Policy of Urban Education and Data Management
SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents
SPE 506 Frameworks and Perspectives in Special Education
CIL 500 Foundations of ESL and Bilingual Education
CIL 510 Assessment of ESL and Bilingual Education Students
EPS 513 Frameworks for Data Driven Instruction
ESR 514 Research in Action: Becoming Practitioner Researchers
MLE 500 Middle School: An Overview
MLE 502 Middle Level Curriculum

The following courses are required for certification:
EPS 511 Human Learning and Development in Instructional Contexts
SEC 516 Teaching Physical Science at the Secondary Level
SEC 590D Student Teaching Secondary School Physical Science
SEC 502 Introduction to Teaching at the Secondary Level
SPE 500 Introduction to Exceptional Children and Adolescents/Special Education

Note: Candidates may become certified prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

Secondary Education Student Teaching Enrollment Requirements

Admission to and continuance in student teaching are contingent on the following actions.

Candidates must:
Secondary Education, M.A.T., Social Studies Concentration (Alternative Certification)

This route to the M.A.T. and teacher certification is for candidates accepted into one of NLU’s alternative certification partner programs. Candidates in these programs teach in Chicago Public Schools while completing their certification coursework.

Students working for this certification hold a one-year PROVISIONAL certificate during the first year. After completing certified courses and a year-long internship, they receive an ALTERNATIVE CERTIFICATE.

Teachers may apply for an INITIAL CERTIFICATE (the standard Type 09) after four years of teaching.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have a grade point average of 3.0 in the last 60 hours of coursework
- Choose a designation from one of the following: Economics, Geography, History, Political Science, Psychology, Sociology/Anthropology, or Broad-based Social Science
- Have a grade point average of 3.0 or better in designation coursework
- Have 32 semester hours of coursework in Social Studies (12 semester hours of upper division)
- Submit a passing score in at least five of the six categories (including the designation area) on the Praxis II Social Studies Content Knowledge Examination taken within the past 10 years. Students who pass more than three, but fewer than five categories (including the area of endorsement) will be considered for four-course review admission status.
- Note: The written statement and references are waived

In addition, the Social Studies endorsement requires:

- A major from a regionally accredited institution in one of the designation areas, minimum 24 SH (Economics, Geography, History, Political Science, Psychology or Sociology/Anthropology)
- At least one course in each of the additional areas listed below (excluding the area of designation):
  - Economics
  - Geography
  - Political Science
  - Psychology
  - Sociology/Anthropology
  - U.S. History
  - World History
  - A course with a Non-Western focus

Broad-Based Social Science

Candidates who do not have a major in one of the designations of Economics, Geography, History, Political Science, Psychology or Sociology/Anthropology may choose the Broad-based Social Science endorsement.

Candidates must fulfill all of these areas:

- 18 SH of History including the minimum of two US History courses and one in Non-Western/World History (can be Africa, Asia, Caribbean, Central and South America, or Pacifica)
- One course in Economics
- One course in Geography
- One course in Political Science
- One course in Psychology
- One course in Sociology/Anthropology
- Test 114

**Program Details:**
- Requires 32 SH for completion
- Requires an internship

**Required Courses**

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<td>Introduction to Teaching at the Secondary Level</td>
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<tr>
<td>SEC 518</td>
<td>Teaching Social Studies at the Secondary Level</td>
</tr>
<tr>
<td>SEC 592E</td>
<td>Secondary Education Alternative Certification: Internship for the Social Sciences</td>
</tr>
<tr>
<td>SPE 500</td>
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**Secondary Education – Alternative Certification in Social Studies Requirements - 23 SH**

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</tr>
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**Secondary Education Elective Options - 6 SH**

Choose one pair of the courses below:

- SEC 525 American Urban Education
- SEC 527 Politics and Policy of Urban Education and Data Management
- SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents
- SPE 506 Frameworks and Perspectives in Special Education
- CIL 500 Foundations of ESL and Bilingual Education
- CIL 510 Assessment of ESL and Bilingual Education Students
- EPS 513 Frameworks for Data Driven Instruction
- ESR 514 Research in Action: Becoming Practitioner Researchers
- MLE 500 Middle School: An Overview
- MLE 502 Middle Level Curriculum

**Note:** Candidates may become certified prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

**Secondary Education, M.A.T., Social Studies Concentration (Resident Teacher Program)**

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for Secondary Education Certificate (Type 09) with an endorsement in a designation of Social Studies or Broad-Based Social Studies. Visit Certifications and Endorsements at NLU for more details.
In addition to National College of Education Graduate Admission Requirements (p. 95), applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
- Have a grade point average of 3.0 in the last 60 hours of coursework
- Choose a designation from one of the following: Economics, Geography, History, Political Science, Psychology, Sociology/Anthropology or Broad-based Social Science
- Have a grade point average of 3.0 or better in designation coursework
- Have 32 SH of coursework in Social Studies (12 SH of upper division)
- Submit a passing score in at least five of the six categories (including the area of endorsement) on the Praxis II Social Studies Content Knowledge Examination taken within the past 10 years. Students who pass more than three, but fewer than five categories (including the area of endorsement) will be considered for four-course review admission status.

In addition, the Social Studies endorsement requires:

- A major from a regionally accredited institution in one of the designation areas, minimum 24 SH (Economics, Geography, History, Political Science, Psychology or Sociology/Anthropology)
- At least one course in each of the additional areas listed below (excluding the area of designation):
  - Economics
  - Geography
  - Political Science
  - Psychology
  - Sociology/Anthropology
  - U.S. History
  - World History
  - A course with a Non-Western focus

Broad-Based Social Studies

Candidates who not have a major in one of the designations of Economics, Geography, History, Political Science, Psychology or Sociology/Anthropology may choose the Broad-based Social Science endorsement.

Candidates must fulfill all of these areas:

- 18 SH of History including the minimum of two US History courses and one in Non-Western/World History (can be Africa, Asia, Caribbean, Central and South America, or Pacifica)
- One course in Economics
- One course in Geography
- One course in Political Science
- One course in Psychology
- One course in Sociology/Anthropology
- Test 114

Program Details:

- Requires 35 SH for completion
- Requires student teaching

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT Core - 3 SH</td>
<td></td>
</tr>
<tr>
<td>EPS 511</td>
<td>Human Learning and Development in Instructional Contexts</td>
</tr>
<tr>
<td>Secondary Education – Social Studies Requirements - 26 SH</td>
<td></td>
</tr>
<tr>
<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
</tr>
<tr>
<td>RLR 540</td>
<td>Teaching Content Area Literacy at the Middle and Secondary Level</td>
</tr>
<tr>
<td>SEC 502</td>
<td>Introduction to Teaching at the Secondary Level</td>
</tr>
<tr>
<td>SEC 518</td>
<td>Teaching Social Studies at the Secondary Level</td>
</tr>
<tr>
<td>SEC 597E</td>
<td>Resident Student Teaching in Secondary Education Social Studies</td>
</tr>
<tr>
<td>SPE 500</td>
<td>Introduction to Exceptional Children and Adolescents/Special Education</td>
</tr>
<tr>
<td>TIE 535</td>
<td>Instructional Design for Integrating Technology across the Curriculum</td>
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Secondary Education Elective Options - 6 SH

Choose one pair of the courses below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>SEC 525</td>
<td>American Urban Education and</td>
</tr>
<tr>
<td>SEC 527</td>
<td>Politics and Policy of Urban Education and Data Management or</td>
</tr>
<tr>
<td>SPE 501</td>
<td>Educational and Diagnostic Assessment of Exceptional Children and Adolescents and</td>
</tr>
<tr>
<td>SPE 506</td>
<td>Frameworks and Perspectives in Special Education</td>
</tr>
</tbody>
</table>
Secondary Education, M.A.T., Social Studies Concentration (Traditional Program)

This program is for those with a baccalaureate degree and undergraduate coursework in Social Studies who seek an Illinois secondary education certificate. Candidates will be eligible for certification in Secondary Education (Type 09) with an endorsement in a designation of Social Studies or Broad-based Social Studies. Visit Certifications and Endorsements at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 106), applicants must:

• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 95)
• Have a grade point average of 3.0 in the last 60 hours of coursework
• Choose a designation from one of the following: Economics, Geography, History, Political Science, Psychology, Sociology/Anthropology, or Broad-based Social Science.
• Have a grade point average of 3.0 or better in designation coursework
• Have 32 semester hours of coursework in Social Studies (12 semester hours of upper division)
• Submit a passing score in at least five of the six categories (including the area of endorsement) on the Praxis II Social Studies Content Knowledge Examination taken within the past 10 years. Students who pass more than three, but fewer than five categories (including the area of endorsement) will be considered for four-course review admission status.

In addition, the Social Studies endorsement requires:

• A major from a regionally accredited institution in one of the designation areas, minimum 24 SH (Economics, Geography, History, Political Science, Psychology or Sociology/Anthropology)
• At least one course in each of the additional areas listed below (excluding the area of designation):
  • Economics
  • Geography
  • Political Science
  • Psychology
  • Sociology/Anthropology
- U.S. History
- World History
- A course with a Non-Western focus

**Broad-Based Social Science**

Candidates who do not have a major in one of the designations of Economics, Geography, History, Political Science, Psychology or Sociology/Anthropology may choose the Broad-based Social Science endorsement.

Candidates must fulfill all of these areas:

- 18 SH of History including the minimum of two US History courses and one in Non-Western/World History (can be Africa, Asia, Caribbean, Central and South America or Pacifica)
- One course in Economics
- One course in Geography
- One course in Political Science
- One course in Psychology
- One course in Sociology/Anthropology
- Test 114

**Program Details:**

- Requires 32 SH for completion
- Requires student teaching

**Required Courses**

**MAT Core - 3 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EPS 511</td>
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</tr>
</tbody>
</table>

**Secondary Education – Social Studies Requirements - 23 SH**

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
</tr>
<tr>
<td>RLR 540</td>
<td>Teaching Content Area Literacy at the Middle and Secondary Level</td>
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<tr>
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<td>Introduction to Teaching at the Secondary Level</td>
</tr>
<tr>
<td>SEC 518</td>
<td>Teaching Social Studies at the Secondary Level</td>
</tr>
<tr>
<td>SEC 590E</td>
<td>Student Teaching Secondary School Social Studies</td>
</tr>
<tr>
<td>SPE 500</td>
<td>Introduction to Exceptional Children and Adolescents/Special Education</td>
</tr>
</tbody>
</table>

**Secondary Education Elective Options - 6 SH**

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<td>SPE 506</td>
<td>Frameworks and Perspectives in Special Education</td>
</tr>
<tr>
<td>CIL 500</td>
<td>Foundations of ESL and Bilingual Education</td>
</tr>
<tr>
<td>CIL 510</td>
<td>Assessment of ESL and Bilingual Education Students</td>
</tr>
<tr>
<td>EPS 513</td>
<td>Frameworks for Data Driven Instruction</td>
</tr>
<tr>
<td>ESR 514</td>
<td>Research in Action: Becoming Practitioner Researchers</td>
</tr>
<tr>
<td>MLE 500</td>
<td>Middle School: An Overview</td>
</tr>
<tr>
<td>MLE 502</td>
<td>Middle Level Curriculum</td>
</tr>
</tbody>
</table>

Note: Candidates may become certified prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

**Secondary Education Student Teaching Enrollment Requirements**

Admission to and continuance in student teaching are contingent on the following actions.

Candidates must:
• Be accepted into the graduate program of National College of Education
• File, by the designated deadline, the application form for student teaching
• Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
• Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
• Complete all of their certification courses except for SEC 590E (Student Teaching)
• Pass all methods courses at National Louis University with a grade no lower than a B
• Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
• Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by certification coursework and departmental assessments

Social Science and Business Concentrations

Aging Studies Concentration
Students in the Applied Behavioral Sciences, B.A (p. 67); Management, B.S. (p. 90); Management Information Systems, B.S. (p. 91) and Health Care Leadership, B.S. (p. 89) programs may select a concentration in Aging Studies. This concentration is geared toward professionals who work with the aging population.

Concentration Details:
• Requires 15 QH, including Aging Studies courses taken as part of the General Education requirement, for completion
• Requires 15 QH of upper level coursework
• 15 QH of coursework must be taken at NLU
• Requires a minimum grade of “C” for each course in the concentration

Required Courses
Aging Studies Concentration - 15 QH
LAS 427 Legal and Ethical Issues Related to Aging
LAS 428 Serving the Aging Population

LAS 429 Societal Systems of Aging

International Management Concentration
Students in the Applied Behavioral Sciences, B.A. (p. 67); Management, B.S. (p. 90); Management Information Systems, B.S. (p. 91) and Health Care Leadership, B.S. (p. 89) programs may select a concentration in International Management. This concentration is offered in both face-to-face and online-only formats.

Concentration Details:
• Requires 15 QH for completion
• Requires 15 QH of upper level coursework
• 15 QH of coursework must be taken at NLU
• Requires a minimum grade of “C” for each course in the concentration

Required Courses
International Management Concentration - 15 QH
MGT 372 International Management
MGT 404 Diversity in the Workplace
MGT 408 Contemporary Issues in International Management

Leadership Concentration
Students in the Applied Behavioral Sciences, B.A. (p. 67); Management, B.S. (p. 90); Management Information Systems, B.S. (p. 91) and Health Care Leadership, B.S. (p. 89) programs may select a concentration in Leadership. This concentration is offered in both face-to-face and online-only formats.

Concentration Details:
• Requires 15 QH for completion
• Requires 15 QH of upper level coursework
• 15 QH of coursework must be taken at NLU
• Requires a minimum grade of “C” for each course in the concentration

Required Courses
Leadership Concentration - 15 QH
MGT 487 Leadership in Organizations
MGT 488 Leadership and Change
MGT 489 Contemporary Issues in Leadership
Public Policy Concentration

Students in the Applied Behavioral Sciences, B.A. (p. 67); Management, B.S. (p. 90); Management Information Systems, B.S. (p. 91) and Health Care Leadership, B.S. (p. 89) programs may select a concentration in Public Policy. This concentration is offered in both face-to-face and online formats.

Concentration Details:

• Requires 15 QH, including Public Policy courses taken as part of the General Education requirement, for completion
• Requires 15 QH of upper level coursework
• 15 QH of coursework must be taken at NLU
• Requires a minimum grade of “C” for each course in the concentration

Required Courses

Public Policy Concentration - 15 QH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>LAS 453</td>
<td>Social Inequality</td>
</tr>
<tr>
<td>LAS 457</td>
<td>Social Issues and Public Policy Administration</td>
</tr>
<tr>
<td>LAS 458</td>
<td>Public and Social Policy in the Legislative Process</td>
</tr>
</tbody>
</table>
## College-Level Mathematics

**Courses**

- **LAM 106** Basic Statistics
- **LAM 109** Statistical Literacy
- **LAM 110** College Mathematics: Application of Mathematical Ideas
- **LAM 112** Math Content for Teachers I
- **LAM 113** Basic Applications of Math
- **LAM 115** Quantitative Methods in Criminal Justice
- **LAM 130** Mathematics in an Information Age
- **LAM 213** Math Content for Teachers II
- **LAM 214** Finite Mathematics
- **LAM 216** Statistical Methods
- **LAM 220** College Algebra
- **LAM 225** Quantitative Methods in the Workplace
- **LAM 307** Investigatory Geometry and Measurement
- **LAM 308** Exploratory Probability and Statistics
- **LAM 310** Precalculus
- **LAM 403** Mathematical Probability and Statistics
- **LAM 491** Applied Project in Quantitative Studies
- **LAA 102** Art Appreciation II
- **LAA 310** Mexican Art
- **LAA 320** African Art
- **LAA 321** Sources and Development of American Art
- **LAA 322** 19th and 20th Century Art
- **LAA 323** History of Far Eastern Art
- **LAA 305** Advanced Studies in British Literature: Beginning to 1750
- **LAA 306** Advanced Studies in British Literature: 1750-1900
- **LAA 307** Literature for Children
- **LAA 308** World Literature
- **LAA 309** Minority Voices in American Literature
- **LAA 312** Poetry
- **LAA 313** Myth and Mythology
- **LAA 314** History of the English Language
- **LAA 315** Art of the Film
- **LAA 340** Literature for High School Teachers
- **LAA 405** Advanced Studies of American Literature: Beginning-1900
- **LAA 406** Advanced Studies of American Literature: 1900-1950
- **LAA 407** American Writers: 1945-1970
- **LAA 410** Modern British Fiction: 1900-1950
- **LAA 416** Women’s Lives into Literature
- **LAA 434** Shakespeare and Elizabethan Drama
- **LAA 455** Latino Literature in the United States
- **LAH 110** Introduction to Philosophy
- **LAH 120** Logic and Effective Thinking
- **LAH 310** Philosophy of Religion
- **LAH 315** Religions of the World
- **LAH 320** Philosophy of Death and Dying
- **LAH 325** Death, Dying and Near-Death Experiences--Implications in Health Care
- **LANG 210** Characteristics of Language in Culture
- **LAS 130** Internet for Economics
- **LAS 200** U.S. History and Culture: 1492-1828
- **LAS 201** U.S. History and Culture: 1828-1898
- **LAS 203** U.S. History and Culture: 1898-Present

## Humanities

**Courses**

- **CHIN 100** Chinese I
- **CHIN 110** Chinese II
- **CHIN 120** Chinese III
- **CHIN 130** Chinese First-Year Intensive
- **CHIN 220** Intermediate Chinese I
- **CHIN 230** Intermediate Chinese II
- **CHIN 240** Intermediate Chinese III
- **CHIN 250** Chinese Second-Year Intensive
- **ENNL 300** ESL Writing for the Academic Audience
- **ENNL 305** Language for Community Involvement for Advanced ESL Students
- **LAA 101** Art Appreciation I
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>LAS 301</td>
<td>Western History and Culture to 1650</td>
</tr>
<tr>
<td>LAS 302</td>
<td>Asian History and Culture</td>
</tr>
<tr>
<td>LAS 302A</td>
<td>Asian History and Cultures A</td>
</tr>
<tr>
<td>LAS 302B</td>
<td>Asian History and Cultures B</td>
</tr>
<tr>
<td>LAS 303</td>
<td>Sub-Saharan African Cultures</td>
</tr>
<tr>
<td>LAS 304</td>
<td>Middle and South American Cultures</td>
</tr>
<tr>
<td>LAS 305</td>
<td>Western History and Culture since 1650</td>
</tr>
<tr>
<td>LAS 307</td>
<td>History of Economic Thought</td>
</tr>
<tr>
<td>LAS 311</td>
<td>Racial and Ethnic History and Culture</td>
</tr>
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<td>LAS 313</td>
<td>The Metropolitan Community</td>
</tr>
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<td>LAS 340</td>
<td>Native Americans</td>
</tr>
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<td>LAS 342</td>
<td>Folklore</td>
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<td>LAS 440</td>
<td>Anthropological Linguistics</td>
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<tr>
<td>LAT 220</td>
<td>Introduction to Theatre</td>
</tr>
<tr>
<td>LAT 302</td>
<td>Business Ethics in Popular Film</td>
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<tr>
<td>LAT 304</td>
<td>Banned and Forbidden: Freedom of Speech in Film</td>
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<tr>
<td>LAT 305</td>
<td>The American Family in Popular Film</td>
</tr>
<tr>
<td>LAT 326</td>
<td>Women in Theatre</td>
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<td>LAT 330</td>
<td>Theatre History and Literature I</td>
</tr>
<tr>
<td>LAU 220</td>
<td>Music as Social Experience</td>
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<td>LAU 305</td>
<td>Sound Tracks: Music as a Social Experience</td>
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<td>LAU 320</td>
<td>History of Music I</td>
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<td>LAU 321</td>
<td>History of Music II</td>
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<td>LAU 325</td>
<td>Music of the World's Cultures</td>
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<td>SPAN 100</td>
<td>Spanish I</td>
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<td>SPAN 110</td>
<td>Spanish II</td>
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<td>SPAN 120</td>
<td>Spanish III</td>
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<td>Spanish First-Year Intensive</td>
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<td>SPAN 220</td>
<td>Intermediate Spanish I</td>
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<td>SPAN 230</td>
<td>Intermediate Spanish II</td>
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<td>SPAN 240</td>
<td>Intermediate Spanish III</td>
</tr>
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<td>SPAN 245</td>
<td>Spanish Reading and Writing for Heritage Speakers</td>
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<td>Spanish Second-Year Intensive</td>
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<td>SPAN 320</td>
<td>Spanish Grammar and Composition</td>
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<td>SPAN 325</td>
<td>Introduction to Spanish Written Texts</td>
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<td>SPAN 330</td>
<td>Geography and Cultures of the Spanish Speaking World</td>
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<td>SPAN 335</td>
<td>Spanish Phonetics and Advanced Conversation</td>
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<td>SPAN 410</td>
<td>Spanish for Specific Purposes</td>
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</table>

**Physical Science**

**Required Courses**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>LAN 108</td>
<td>Focus on the Solar System</td>
</tr>
<tr>
<td>LAN 150</td>
<td>Survey of Physical Science</td>
</tr>
<tr>
<td>LAN 250</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>LAN 251</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>LAN 260</td>
<td>Consumer Chemistry</td>
</tr>
<tr>
<td>LAN 350</td>
<td>Physical Geology</td>
</tr>
<tr>
<td>LAN 351</td>
<td>General Physics I</td>
</tr>
<tr>
<td>LAN 352</td>
<td>General Physics II</td>
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<tr>
<td>LAN 354</td>
<td>Astronomy</td>
</tr>
<tr>
<td>LAN 362</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>LAN 363</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>LAN 490E</td>
<td>Independent Study--Earth Science</td>
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<tr>
<td>LAN 490P</td>
<td>Independent Study--Physical Science</td>
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</tbody>
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**Science**

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<th>Course Code</th>
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<tr>
<td>LAN 106</td>
<td>Introduction to Scientific Thought</td>
</tr>
<tr>
<td>LAN 107</td>
<td>The Nature of Science</td>
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<tr>
<td>LAN 108</td>
<td>Focus on the Solar System</td>
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<tr>
<td>LAN 110</td>
<td>General Biology</td>
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<tr>
<td>LAN 150</td>
<td>Survey of Physical Science</td>
</tr>
<tr>
<td>LAN 200</td>
<td>Anatomy and Physiology I</td>
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<tr>
<td>LAN 201</td>
<td>Biology II</td>
</tr>
<tr>
<td>LAN 205</td>
<td>Anatomy and Physiology II</td>
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<tr>
<td>LAN 215</td>
<td>Issues in Biology</td>
</tr>
<tr>
<td>LAN 220</td>
<td>Infectious Diseases</td>
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<tr>
<td>LAN 225</td>
<td>Human Impact on the Environment</td>
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<tr>
<td>LAN 230</td>
<td>Conservation Biology</td>
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<td>LAN 250</td>
<td>General Chemistry I</td>
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<td>General Chemistry II</td>
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<td>Consumer Chemistry</td>
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<td>LAN 300</td>
<td>Ecology and Conservation</td>
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<td>Zoology</td>
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<td>Botany</td>
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<td>Human Physiology</td>
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<td>LAN 305</td>
<td>Animal Behavior</td>
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<td>LAN 306</td>
<td>Microbes--Global Perspectives</td>
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<tr>
<td>LAN 310</td>
<td>History of Medical Science</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<td>LAN 320</td>
<td>Human Genome</td>
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<td>Human Genetics</td>
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<td>Genetics</td>
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<td>LAN 410</td>
<td>Fundamentals of Immunology</td>
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<td>LAN 411</td>
<td>Microbiology</td>
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<td>Medical Microbiology</td>
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<td>Tropical Marine Biology</td>
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<td>LAN 422</td>
<td>Biological Evolution</td>
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<td>LAN 491</td>
<td>Field Study of Ecological</td>
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<td>Communities</td>
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<td>LAN 490B</td>
<td>Independent Study--Biology</td>
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<tr>
<td>LAN 490E</td>
<td>Independent Study--Earth Science</td>
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<tr>
<td>LAN 490P</td>
<td>Independent Study--Physical Science</td>
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**Science Courses**

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<tbody>
<tr>
<td>INT 310</td>
<td>Research Methods in the Behavioral Sciences</td>
</tr>
<tr>
<td>INT 315</td>
<td>Women in Society</td>
</tr>
<tr>
<td>INT 420</td>
<td>Dynamics of Significant Relationships</td>
</tr>
<tr>
<td>LAP 100</td>
<td>General Psychology</td>
</tr>
<tr>
<td>LAP 200</td>
<td>Psychology of Development in the Infant/Toddler Years</td>
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<tr>
<td>LAP 201</td>
<td>Psychology of Early Childhood</td>
</tr>
<tr>
<td>LAP 202</td>
<td>Psychology of Middle Childhood and Adolescence</td>
</tr>
<tr>
<td>LAP 205</td>
<td>Approaches to Psychology</td>
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<tr>
<td>LAP 206</td>
<td>Psychology in Everyday Life</td>
</tr>
<tr>
<td>LAP 300</td>
<td>Adult Development and Learning Assessment</td>
</tr>
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**Undergraduate Behavioral Science Courses**
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**Undergraduate Social Science**

**Courses**

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LAS 429  Societal Systems of Aging
LAS 440  Anthropological Linguistics
LAS 441  Urban Anthropology
LAS 442  Anthropology of Gender Roles
LAS 445  Evolution of the American Economy
LAS 449  Cross-Cultural Fieldwork
LAS 450  Political Theory
LAS 452  Political Geography
LAS 453  Social Inequality
LAS 454  Urban Politics
LAS 455  Advanced Topics in American Government
LAS 456  National Security
LAS 457  Social Issues and Public Policy Administration
LAS 458  Public and Social Policy in the Legislative Process
LAS 459  Public Finance

Fine Arts
Courses
LAA 101  Art Appreciation I
LAA 102  Art Appreciation II
LAA 110  Introduction to Art
LAA 200  Arts in Chicago
LAA 300  Ceramics
LAA 301  Design
LAA 302  Drawing
LAA 303  Fiber Workshop
LAA 304  Mixed Media
LAA 305  Modeling and Sculpture
LAA 306  Painting
LAA 310  Mexican Art
LAA 320  African Art
LAA 321  Sources and Development of American Art
LAA 322  19th and 20th Century Art
LAA 323  History of Far Eastern Art
LAT 220  Introduction to Theatre
LAT 223  Children’s Theatre
LAT 231  Creative Drama
LAT 240  Puppetry
LAT 301  How to See a Movie
LAT 302  Business Ethics in Popular Film
LAT 303  Minority Images in Popular Film
LAT 304  Banned and Forbidden: Freedom of Speech in Film
LAT 305  The American Family in Popular Film
LAT 326  Women in Theatre
LAT 330  Theatre History and Literature I
LAT 335  Digital Multimedia Production
LAT 402  Teacher! Teacher! Images of the Educator in Popular Film
LAU 110  Introduction to Music
LAU 205  Musicianship I
LAU 206  Musicianship II
LAU 207  Musicianship III
LAU 210  Music Theory
LAU 220  Music as Social Experience
LAU 300  Applied Music—Individual Instruction
LAU 305  Sound Tracks: Music as a Social Experience
LAU 320  History of Music I
LAU 321  History of Music II
LAU 325  Music of the World’s Cultures
LAU 410  Conducting

Introductory Art, Music or Drama
Courses
LAA 101  Art Appreciation I
LAA 102  Art Appreciation II
LAA 110  Introduction to Art
LAU 110  Introduction to Music
LAT 220  Introduction to Theatre

English, Speech or Drama
Courses
LAE 101  English Composition I
LAE 102  English Composition II
LAE 120  Essentials of Composition
LAE 125  Fundamentals of Research Writing
LAE 210  Writing in the Workplace
LAE 301  Advanced Composition
LAE 302  Introduction to Creative Writing
LAE 304  Advanced Written Communication
LAE 305  Advanced Studies in British
LAE 306 Advanced Studies in British Literature: Beginning to 1750
LAE 307 Literature for Children
LAE 308 World Literature
LAE 309 Minority Voices in American Literature
LAE 312 Poetry
LAE 313 Myth and Mythology
LAE 314 History of the English Language
LAE 315 Art of the Film
LAE 317 Editing Basics
LAE 340 Literature for High School Teachers
LAE 405 Advanced Studies of American Literature: Beginning-1900
LAE 406 Advanced Studies of American Literature: 1900-1950
LAE 407 American Writers: 1945-1970
LAE 410 Modern British Fiction: 1900-1950
LAE 412 Introduction to Writing Poetry
LAE 413 Reading and Writing the Short Story
LAE 414 Writing and Reading Oral History
LAE 416 Women’s Lives into Literature
LAE 417 Screenwriting
LAE 434 Shakespeare and Elizabethan Drama
LAE 450 Fundamentals of Journalism
LAE 455 Latino Literature in the United States
LAE 460 Editing for Publication
LAE 461 Writing Promotional and Advertising Copy
LAE 465 Creative Writing: Humor
LAE 486B Workshop/Writer’s Week Workshop
LAE 490 English Independent Study
LAE 495 English Special Topic
LAE 499 English Seminar
LAT 210 Effective Speaking
LAT 220 Introduction to Theatre
LAT 223 Children’s Theatre
LAT 231 Creative Drama
LAT 240 Puppetry
LAT 301 How to See a Movie
LAT 302 Business Ethics in Popular Film
LAT 303 Minority Images in Popular Film
LAT 304 Banned and Forbidden: Freedom of Speech in Film
LAT 305 The American Family in Popular Film
LAT 326 Women in Theatre
LAT 330 Theatre History and Literature I
LAT 335 Digital Multimedia Production
LAT 402 Teacher! Teacher! Images of the Educator in Popular Film
LAT 440 Professional Communication
LAT 490 Theatre Arts/Independent Study
LAT 495 Theatre Arts/Special Topic

Art, Music and Drama

Courses
LAA 101 Art Appreciation I
LAA 102 Art Appreciation II
LAA 110 Introduction to Art
LAA 200 Arts in Chicago
LAA 300 Ceramics
LAA 301 Design
LAA 302 Drawing
LAA 303 Fiber Workshop
LAA 304 Mixed Media
LAA 305 Modeling and Sculpture
LAA 306 Painting
LAA 310 Mexican Art
LAA 320 African Art
LAA 321 Sources and Development of American Art
LAA 322 19th and 20th Century Art
LAA 323 History of Far Eastern Art
LAA 490 Art Independent Study
LAA 495 Art Special Topic
LAU 110 Introduction to Music
LAU 205 Musicianship I
LAU 206 Musicianship II
LAU 207 Musicianship III
LAU 210 Music Theory
LAU 300 Applied Music--Individual Instruction
LAU 305 Sound Tracks: Music as a Social Experience
LAU 320 History of Music I
LAU 321 History of Music II
LAU 325 Music of the World’s Cultures
LAU 410 Conducting
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**Communications**

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**Theatre Arts Electives**

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**General Education Courses**

**Courses**

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LAA 302  Drawing
LAA 303  Fiber Workshop
LAA 304  Mixed Media
LAA 305  Modeling and Sculpture
LAA 306  Painting
LAA 310  Mexican Art
LAA 320  African Art
LAA 321  Sources and Development of American Art
LAA 322  19th and 20th Century Art
LAA 323  History of Far Eastern Art
LAT 210  Effective Speaking
LAT 220  Introduction to Theatre
LAT 223  Children’s Theatre
LAT 231  Creative Drama
LAT 240  Puppetry
LAT 301  How to See a Movie
LAT 302  Business Ethics in Popular Film
LAT 303  Minority Images in Popular Film
LAT 304  Banned and Forbidden: Freedom of Speech in Film
LAT 305  The American Family in Popular Film
LAT 326  Women in Theatre
LAT 330  Theatre History and Literature I
LAT 335  Digital Multimedia Production
LAT 402  Teacher! Teacher! Images of the Educator in Popular Film
LAU 110  Introduction to Music
LAU 205  Musicianship I
LAU 206  Musicianship II
LAU 207  Musicianship III
LAU 210  Music Theory
LAU 300  Applied Music--Individual Instruction
LAU 305  Sound Tracks: Music as a Social Experience
LAU 320  History of Music I
LAU 321  History of Music II
LAU 325  Music of the World's Cultures
LAU 410  Conducting
CHIN 100  Chinese I
CHIN 110  Chinese II
CHIN 120  Chinese III
CHIN 130  Chinese First-Year Intensive
CHIN 220  Intermediate Chinese I
CHIN 230  Intermediate Chinese II
CHIN 240  Intermediate Chinese III
CHIN 250  Chinese Second-Year Intensive
ENNL 300  ESL Writing for the Academic Audience
ENNL 305  Language for Community Involvement for Advanced ESL Students
LAH 110  Introduction to Philosophy
LAH 120  Logic and Effective Thinking
LAH 310  Philosophy of Religion
LAH 315  Religions of the World
LAH 320  Philosophy of Death and Dying
LAH 325  Death, Dying and Near-Death Experiences--Implications in Health Care
LANG 210  Characteristics of Language in Culture
LAS 130  Internet for Economics
LAS 200  U.S. History and Culture: 1492-1828
LAS 201  U.S. History and Culture: 1828-1898
LAS 203  U.S. History and Culture: 1898-Present
LAS 301  Western History and Culture to 1650
LAS 302  Asian History and Culture
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<td>LAS 455</td>
<td>Advanced Topics in American Government</td>
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<td>LAS 118</td>
<td>Introduction to Politics</td>
<td>LAS 456</td>
<td>National Security</td>
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<td>LAS 120</td>
<td>Introduction to American Politics</td>
<td>LAS 457</td>
<td>Social Issues and Public Policy Administration</td>
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<td>LAS 125</td>
<td>Consumer Economics</td>
<td>LAS 458</td>
<td>Public and Social Policy in the Legislative Process</td>
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<td>LAS 204</td>
<td>Culture in Chicago</td>
<td>LAS 459</td>
<td>Public Finance</td>
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<td>LAS 220</td>
<td>State and Local Government</td>
<td>LAN 108</td>
<td>Focus on the Solar System</td>
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<td>LAS 240</td>
<td>Human Origins</td>
<td>LAN 490E</td>
<td>Independent Study--Earth Science</td>
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<td>LAS 250</td>
<td>Macroeconomics</td>
<td>LAN 490P</td>
<td>Independent Study--Physical Science</td>
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<td>LAS 253</td>
<td>Urban Economics</td>
<td>LAE 101</td>
<td>English Composition I</td>
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<td>LAS 255</td>
<td>Microeconomics</td>
<td>LAE 102</td>
<td>English Composition II</td>
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<tr>
<td>LAS 300</td>
<td>Contemporary World Cultures</td>
<td>LAE 120</td>
<td>Essentials of Composition</td>
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<tr>
<td>LAS 306</td>
<td>Marriage and Family</td>
<td>LAE 125</td>
<td>Fundamentals of Research Writing</td>
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<td>LAS 308</td>
<td>Methods of Political Science</td>
<td>LAE 210</td>
<td>Writing in the Workplace</td>
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<td>LAS 310</td>
<td>International Relations</td>
<td>LAE 301</td>
<td>Advanced Composition</td>
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<td>LAS 315</td>
<td>World Economics</td>
<td>LAE 413</td>
<td>Reading and Writing the Short Story</td>
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<td>LAS 316</td>
<td>Comparative Politics</td>
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<td>LAS 317</td>
<td>European Union</td>
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THE LIFELONG LEARNING INSTITUTE

The Lifelong Learning Institute (LLI) at NLU offers a unique learning and social opportunity for retired adults age 55 and over. No grades, no exams—just exploring new subjects and exchanging opinions and ideas with contemporaries who consider learning an integral part of life. In this 300+ member peer-led program, members suggest the topics and coordinate the weekly two-hour classes. At each session, participants volunteer as leaders and, by asking thought-provoking questions, a lively discussion ensues. In addition to attending classes, members can dine together at the building’s on-site café, attend Lunch and Learn programs and participate in social events, trips and other activities.

Additional information about The Lifelong Learning Institute and the current schedule of classes can be found at www.nl.edu/lifelonglearning.

LIBRARY AND LEARNING SUPPORT

The ability to find, critically evaluate and create digital information is essential in today’s world. Library and Learning Support leads NLU in teaching effective research strategies, digital literacy and the skills needed to succeed academically. The Library faculty teach courses and continuing education workshops.

For more information on Library and Learning Support, visit http://www.nl.edu/t4/academics/nlulibrary/.
COURSE DESCRIPTIONS

Numbering System

100–299 Lower level undergraduate courses
Course with these numbers are for undergraduate students (mainly 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 a baccalaureate degree.

400–499 Advanced undergraduate
Courses with these numbers are for advanced undergraduate students. They constitute the advanced portion of an undergraduate program leading to a baccalaureate degree. A 400 level course may be taken for undergraduate credit or for graduate credit, upon approval for the student's departmental advisor and the department offering the course.

500–599 Master’s level courses

600–699 Doctoral level courses
Course Prefix Key

ACL - Adult Continuing Literacy Education

ACL 100 - Language Arts Prep for the Basic Skills Test
This course is designed to review and apply content-area knowledge tested on the Language Arts, Reading Comprehension, and Writing components of the Basic Skills Test and to address test taking strategies. Emphasis is placed on developing and practicing reading comprehension strategies and practical, hands-on exercises; reviewing the writing process with emphasis on developing an argument essay; and grammar and usage review. Importance is placed on practical applications of reviewed concepts. The online component will foster communication among the students and with the instructor, to answer content-area and test-related questions between course sessions, and to build a community among the takers. This developmental course can only be used for elective credit. Total degree credit for developmental courses is limited to 5 quarter hours. Prerequisite(s): None 2 quarter hours

Distribution: Developmental Course.

ACL 105 - University Success Seminar
The seminar provides strategies that help new students learn how to be successful students in a college environment, develop a sense of commitment to the NLU community, and gain a greater self-awareness of academic and professional goals. Prerequisite(s): None 0-2 Variable Quarter Hours This developmental course can only be used for elective credit. Total degree credit for developmental courses is limited to 5 quarter hours.

Distribution: Developmental Course.

ACL 201 - Writing Strategies for University Students
Basic writing skills are taught in this course. Emphasis is placed on topic selection, organizing ideas, and grammar. Student awareness of strengths and weaknesses is increased to encourage the use of self-monitoring strategies, e.g., editing and proofreading. This course is designed for students preparing to enter the required English Department composition courses or for anyone wishing to build self-confidence in writing abilities or to successfully complete writing projects. Prerequisite(s): Writing Sample 3 quarter hours

ACL 301 - Perspectives on Prior Learning
Principles and practices of prior learning and its assessment will be surveyed. Students' learning obtained through personal and professional experiences will be analyzed. Students will prepare a portfolio documenting this prior learning. Prerequisite(s): Previous postsecondary education and admission to a degree program utilizing Credit by Portfolio. 2 Quarter Hours

ACL-Adult-Continuing-Literacy-Ed

CCD - Doctoral Core

CCD 610A - 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
CCD 610B - 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

CCD 690 - Seminar: Special Topics in Education

A doctoral seminar dealing with current issues in education. Students can take the seminar for up to 6 sh. If taken more than one time, students must register for seminar on different topics. Prerequisite(s): Doctoral standing or consent of instructor 1-3 Semester Hours

CCD 694 - 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

CCD 697A - Comprehensive/Qualifying Doctoral Exam Continuation: Curriculum and Social Inquiry

This course provides continuous registration as required until comprehensive/qualifying doctoral exam is passed and student is eligible to register for dissertation hours. Prerequisite(s): Doctoral Standing, consent of program director, and completion of all required program course hours. 0 semester hours

CCD 697B - Comprehensive/Qualifying Doctoral Exam Continuation: Educational Leadership

This course provides continuous registration as required until comprehensive/qualifying doctoral exam is passed and student is eligible to register for dissertation hours. Prerequisite(s): Doctoral Standing, consent of program director, and completion of all required program course hours. 0 semester hours

CCD 697C - Comprehensive/Qualifying Doctoral Exam Continuation: Reading and Language

This course provides continuous registration as required until comprehensive/qualifying doctoral exam is passed and student is eligible to register for dissertation hours. Prerequisite(s): Doctoral Standing, consent of program director, and completion of all required program course hours. 0 semester hours

CCD 697D - Comprehensive/Qualifying Doctoral Exam Continuation: Disability and Equity in Education

This course provides continuous registration as required until comprehensive/qualifying doctoral exam is passed and student is eligible to register for dissertation hours. Prerequisite(s): Doctoral Standing, consent of program director, and completion of all required program course hours. 0 semester hours

CCD 699A - Dissertation: Curriculum and Social Inquiry

This course provides continuous registration until doctoral candidates complete and defend their dissertation. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in conducting research and writing up the dissertation. Prerequisite(s): Completion of all required program course hours, passed qualifying exam, defended dissertation proposal. Co-requisite(s): None. 8 semester hours

CCD 699B - Dissertation: Educational Leadership

This course provides continuous registration until doctoral candidates complete and defend their dissertation. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in conducting research and writing up the dissertation. Prerequisite(s): Completion of all required program course hours, passed qualifying exam, defended dissertation proposal. Co-requisite(s): None. 12 semester hours

CCD 699C - Dissertation: Reading and Language

This course provides continuous registration until doctoral candidates complete and defend their
dissertation. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in conducting research and writing up the dissertation. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCD699B. 0 semester hours

CCD 699D - Dissertation: Educational Psychology

This course provides continuous registration until doctoral candidates complete and defend their dissertation. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in conducting research and writing up the dissertation. Prerequisite(s): Completion of all required program course hours, passed qualifying exam, defended dissertation proposal. Co-requisite(s): None. 8 semester hours

CCD 699E - Dissertation: Disability and Equity in Education

This course provides continuous registration until doctoral candidates complete and defend their dissertation. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in conducting research and writing up the dissertation. Prerequisite(s): Completion of all required program course hours, passed qualifying exam, defended dissertation proposal. Co-requisite(s): None. 8 semester hours

CCD 699F - Dissertation: School Psychology

This course provides continuous registration until doctoral candidates complete and defend their dissertation. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in conducting research and writing up the dissertation. Prerequisite(s): Completion of all required program course hours, passed qualifying exam, defended dissertation proposal. Co-requisite(s): None. 8 semester hours

CCD 699AX - 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 hours

CCD 699BX - 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 CCD699D. 0 semester hours

CCD 699CX - 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

CCD 699DX - 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

CCD 699EX - Dissertation Continuation: Disability and Equity in Education

Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCD699E. 0 semester hours

CHIN - Chinese

CHIN 100 - Chinese I

This course, the first in a six-course sequence, provides students with listening, speaking, reading, and writing in Chinese at the elementary level. Class activities include instruction, demonstration, and practice. Students learn Pinyin pronunciation and the tone system and become aware of the phonological computer tool of Pinyin to select correct Chinese characters. They master 350 Chinese characters in reading and writing. Key vocabulary in Chinese is used repeatedly in instruction. Students engage in exercises of etiquette and cultural practices. Counts in the Humanities Area of General Education Requirements. Not open to native speakers of Chinese. Prerequisite(s): none. 5 quarter hours

Distribution: GenEd-Humanities.

CHIN 110 - Chinese II

In this course, the second in a six-course sequence—following CHIN100—students continue to build their foundation in listening, speaking, reading, and writing in Chinese at the elementary level with increasing use of Chinese for instruction. Students increase their knowledge of Pinyin pronunciation and the tone system and use the Pinyin computer tool. They master a total of 550 Chinese characters and increase their knowledge of sentence structure. Students continue to systematically develop basic vocabulary for communication. Counts in the Humanities Area of General Education Requirements. Not open to native speakers of
Chinese. Prerequisite(s): CHIN100; placement; or consent of department. 5 quarter hours

Distribution: GenEd-Humanities.

CHIN 120 - Chinese III

In this course, the third in a six-course sequence -- following CHIN110 -- students complete their development of basic skills in listening, speaking, reading, and writing in Chinese at the elementary level. Students master a total of 800 Chinese characters, learn to read new materials with correct Pinyin and tone pronunciation, and use the Pinyin computer tool with improved competence. They continue to develop sentence structure and vocabulary for communication. Students engage in simple discussions on various cultural topics. Authentic written and audiovisual materials are used. Counts in the Humanities area of General Education requirements. Not open to native speakers of Chinese. Prerequisite(s): CHIN110; placement; or consent of department. 5 quarter hours

Distribution: GenEd-Humanities.

CHIN 130 - Chinese First-Year Intensive

This course is a compilation of CHIN100 -- Chinese I, CHIN110 -- Chinese II, and CHIN120 -- Chinese III. Counts in the Humanities area of General Education requirements. Not open to native speakers of Chinese. Prerequisite(s): none. 15 quarter hours

Distribution: GenEd-Humanities.

CHIN 220 - Intermediate Chinese I

In this course, the fourth in a six-course sequence -- following CHIN120 -- students progress to the intermediate level in listening, speaking, reading, and writing skills in Chinese. Instruction is increasingly delivered in Chinese. Students master a total of 1,000 Chinese characters and focus on more complex sentence structure. They produce computer-generated sentences and short paragraphs with Chinese characters as well as improve handwriting. Authentic written and audiovisual materials are used. Counts in the Humanities area of General Education requirements. Not open to native speakers of Chinese. Prerequisite(s): CHIN120; CHIN130; placement or consent of department. 5 quarter hours

Distribution: GenEd-Humanities.

CHIN 230 - Intermediate Chinese II

In this course, the fifth in a six-course sequence -- following CHIN220--students continue to develop their skills in listening, speaking, reading, and writing in Chinese at the intermediate level. Students and instructor engage in classroom activities primarily in Chinese. Students master a total of 1,200 Chinese characters and improve in both computer use and handwriting. They explore sentence structure and language patterns in literature. Authentic written and audiovisual materials are used. Counts in the Humanities area of General Education requirements. Not open to native speakers of Chinese. Prerequisite(s): CHIN220; placement; or consent of department. 5 quarter hours

Distribution: GenEd-Humanities.

CHIN 240 - Intermediate Chinese III

In this course, the final in a six-course sequence--following CHIN230--students complete their skill development in listening, speaking, reading, and writing at the intermediate level, acquiring deeper knowledge of the grammatical, phonological, and pragmatic systems of the Chinese language. Instruction is primarily in Chinese. Students master a total of 1,400 Chinese characters, produce computer-generated and handwritten essays, and focus on literary language. Emphasis is on application of the language in various sociocultural situations such as debate. Authentic written and audiovisual materials are used. Counts in the Humanities area of General Education requirements. Not open to native speakers of Chinese. Prerequisite(s): CHIN230; placement; or consent of department. 5 quarter hours

Distribution: GenEd-Humanities.

CHIN 250 - Chinese Second-Year Intensive

This second-year course, a compilation of Intermediate Chinese I, II, and III, is delivered primarily in Chinese. It is designed to develop students' listening, speaking, reading and writing skills in Chinese at the high-intermediate level. Students master a total of 1,400 Chinese characters and focus on literary language. Authentic written and audiovisual materials are used. Counts in the Humanities area of General Education requirements. Not open to native speakers of Chinese. Prerequisite(s): CHIN120; CHIN130; CHIN140; placement or consent of department. 15 quarter hours

Distribution: GenEd-Humanities.

CHIN 490 - Independent Study

In this course of independent study, students develop with faculty approval a project related to the acquisition of the Chinese language and/or Chinese culture, history, and literature. Counts in the Humanities Area of General Education Requirements on a case-by-case basis. May be repeated up to two times. The combined total quarter hours of CHIN490 and CHIN495 cannot exceed 10. Prerequisite(s):
consent of the department 2-5 quarter hours or 1-3 semester hours (formerly ESL490, APL490)

CHIN 495 - Special Topics
In this course, students and faculty select topics of special interest in the acquisition of the Chinese language and/or Chinese culture, history, and literature. Counts in the Humanities Area of General Education Requirements on a case-by-case basis. More than one registration is permitted since topics vary each term. May be repeated up to two times. The combined total quarter hours of CHIN490 and CHIN495 cannot exceed 10. 2-5 quarter hours OR 1-3 semester hours (formerly ESL495, APL495)

CIC - Curriculum and Instruction, Core

CIC 503 - Curriculum Design and Evaluation
This course examines curriculum design, assessment, and evaluation as interrelated components. The curriculum design component focuses on how theory, history, values, context and politics impact curriculum and on making informed decisions about how the processes of design and evaluation support enduring understanding for all learners. The evaluation component requires students document the findings of their field study. Prerequisite(s): completion of 3sh CIC 592 with the minimum grade of B, completion of 3sh CIC 504 with a minimum grade of B Co-requisite(s): none. 3 semester hours

CIC 504 - 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 that serve diverse learner needs in relation to their underpinning assumptions, current research, and evidence of student learning. During this course candidates plan the implementation stage of a curricular segment that supports enduring understandings. Prerequisite(s): (exceptions require permission of C&I Program); Admission to the C&I program; Completion of CIC 592 with a minimum grade of B. Co-requisite(s): none. 3 semester hours

CIC 517 - The New Teacher as a Reflective Practitioner
This course 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(s): The participants must hold an Initial Teaching Certificate. 1-4 Semester Hours

CIC 550 -
This capstone course represents the culminating seminar of the MEd/EdS in Specialized Endorsments. Learning activities allow candidates to demonstrate the professional learning and career development that occur while candidates complete their personalized set of courses. The Capstone Project requires candidates to synthesize their learning by demonstrating how this was applied to their classrooms or schools to improve the quality of learning outcomes. The Career Development Portfolio requires candidates to document their career development action plans and professional growth. Collectively these two tasks provide evidence of the impact of the program on the candidates' school/classroom and career development. Prerequisite(s): Complete all courses required for the relevant endorsements. Co-requisite(s): None. 3 semester hours

CIC 583 - Workshop/Curriculum and Instruction/Contemporary Issues
1-4 semester hours

CIC 584 - Workshop/Curriculum and Instruction/Curriculum Materials
1-4 semester hours

CIC 585 - Workshop/Curriculum and Instruction/Instructional Practices
Cooperative learning theory and the effectiveness of cooperative learning methodology will be reviewed. Participants will experience cooperative learning throughout the course by means of cooperative strategies, heterogeneous grouping, team and class building, skill development, scoring and recognition, as well as classroom and lesson management. An emphasis will be placed on cooperative learning for multilingual and multicultural classes. Prerequisite: CIL500. 3 semester hours

CIC 587 - Workshop/Curriculum and Instruction/Management and Discipline
1-4 semester hours

CIC 591 - 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 teaching colleagues as they pursue their explorations. Prerequisite(s): CI 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

CIC 592 - Seminar: Educational Inquiries

This course provides both an introductory and culminating integrating experience for candidates in the Curriculum and Instruction program. Candidates analyze the interrelatedness of relevant educational issues and engage the skills of reflective practice to examine their professional goals, understandings, development, and advocacy initiatives. Focus during the introductory experience is on understanding the dimensions and tools of viewing one's professional practice through cognitive, critical, narrative lenses. Focus during the culminating integrating experience is on completing a formal self-study that illustrates understanding of one's professional practice, applying the cognitive, critical, narrative lenses to exhibit competencies, growth and targets for continued development. Prerequisite(s) (exceptions require permission of the CI program) Admission or application for admission to the CI program Co-requisite(s): none. 3 semester hours

CIC 593 - Seminar: Educational Inquiries

Provides a culminating and integrating experience for students studying curriculum and instruction. Students will be asked to explore, from the generalist point of view, the interrelatedness of curriculum and instruction, prekindergarten through secondary school. The seminar will also include critical analysis of learning acquired and the production of concrete evidence of accumulated learning. Prerequisite: Consent of department. 2 semester hours

CIC 594 - 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

CIC 595 - 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

CIG - Education of the Gifted

CIG 500 - 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

CIG 582 - Workshop/Gifted Education/Administration Program Development

1-4 semester hours

CIG 585 - Workshop/Gifted Education/Instructional Practices

1-4 semester hours

CIG 591 - 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 firsthand 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

CIG 594 - Independent Study/Education of the Gifted

1-3 semester hours

CIG 595 - 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 - Art and Music Education

CIH 481 - 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 CIE222. (Required for art concentration.) Prerequisite: Permission of Art Department. 3 quarter hours.

CIH 582 - Workshop/Art Education/Topic

1-4 semester hours

CIH 583 - Workshop/Art Education/Art History and Culture

1-4 semester hours
CIL 585 - Workshop/Humanities Education/Instructional Practices
1-4 semester hours

CIL 587 - Workshop/Music Education/Instructional Practices
1-4 semester hours

CIL 591A - Field Study/Art Education
An original exploration of a problem of issues in the field of art education. 1-6 semester hours

CIL 594 - Independent Study/Humanities Education
1-3 semester hours

CIL 595 - Special Topics/Humanities Education/Art and Music Education
1-4 semester hours

CIL - ESL and Bilingual Education

CIL 300 - Foundations of ESL and Bilingual Education
The course provides an understanding of the historical, political, sociocultural and educational concepts and issues that affect linguistically and culturally diverse students in schools. The course considers local, state, and federal policies regarding entitlement and appropriate school services for English language learners. Theories of Second Language Acquisition (SLA) and bilingualism, sociocultural theories, and language and content standards for English language learners are analyzed for their pedagogical implications. Specific program models and ways to differentiate language and content area instruction for English language learners are examined. Prerequisite(s): Junior standing. Co-requisite(s): None. 5 quarter hours

CIL 305 - Methods and Materials for Teaching English as a Second Language
This course prepares candidates in methodology for teaching language and content to English Language Learners (ELLs). Candidates examine and apply conceptual and pedagogical tools for teaching English as a second language (ESL) based on theories of second language acquisition, pedagogy, and methodology. Candidates explore how to use these tools to create effective language and content instruction that is differentiated according to students’ language proficiency. Additionally, relevant national, state, and local language and content standards and assessments are discussed in relation to teaching ESL. The course also addresses appropriate selection, and evaluation of books, multimedia, and other materials, including technology. Prerequisite(s): Junior standing. Co-requisite(s): None. 5 quarter hours

CIL 306 - Methods and Materials for Teaching Bilingual Education
This course prepares candidates to teach language and content in bilingual education programs. Candidates examine and apply bilingual pedagogical practices based on theories of first, second, and bilingual language acquisition, and biliteracy. Candidates explore these tools to create effective bilingual instruction that promotes high academic achievement, English language acquisition, development of students’ home languages, and transfer of skills and content knowledge between languages. Additionally, relevant national, state, and local language and content standards are discussed in relation to teaching in bilingual programs. The course also addresses selection and evaluation of books, and other resources in English and additional languages. Prerequisite(s): Junior standing. Co-requisite(s): None. 5 quarter hours

CIL 310 - Assessment of ESL and Bilingual Education Students
This course focuses on the equitable assessment of English language learners (ELLs). Participants explore the ways assessment of ELLs is conceptualized within larger historical, social, cultural, and political contexts. Using theoretical models that account for the intersection of second language acquisition and academic achievement, participants engage in examining, adapting, or developing effective classroom assessments that measure English language proficiency and content area learning. Participants also review state and national language proficiency and content standards, and examine how they are measured in mandated assessments. Prerequisite(s): Junior Level Standing. Co-requisite(s): None. 5 quarter hours

CIL 312 - Reading in a New Language: Linguistic Considerations
The course focuses upon the all-important multiyear process of learning to read in English as a new language. The importance of L1 and L2 oracy (oral production) and instructional conversation, the effect of L1 phonemes, morphemes, syntax, cognates, discourse patterns, and writing systems on L2 literacy, and the complex cross-linguistic relationship between two languages are major topics. Principles, methods, and techniques for developing second language academic literacy are modeled and analyzed. The course shares research-based best practices in literacy instruction across P-12 settings, with special attention to academic language, content vocabulary, and writing. Prerequisite(s): Junior Level Standing. Co-requisite(s): None. 5 quarter hours

CIL 331 - Cross Cultural Education
This course examines the impact of culture on learners within society and the educational system and the importance of understanding the power of culture in addressing the needs of English language learners. It explores the dynamic processes of acculturation and cultural conflict. Participants examine the influence of cultural assumptions on student performance and self-image in the American educational system. Candidates explore the range of behavior and learning styles of diverse students and the ways teacher beliefs and practices affect their lives and achievements. Participants design culturally relevant instruction to promote student well being and academic success and foster collaborative classrooms. Prerequisite(s): Junior standing. Co-requisite(s): None. 5 quarter hours

CIL 500 - Foundations of ESL and Bilingual Education

The course provides an understanding of the historical, political, sociocultural and educational concepts and issues that affect linguistically and culturally diverse students in schools. The course considers local, state, and federal policies regarding entitlement and appropriate school services for English language learners. Theories of Second Language Acquisition (SLA) and bilingualism, sociocultural theories, and language and content standards for English language learners are analyzed for their pedagogical implications. Specific program models and ways to differentiate language and content area instruction for English language learners are examined. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

CIL 501 - 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 (e.g., phonology, morphology, syntax, semantics, and sociolinguistics), and cognition and learning. Emphasis is placed on the applicability of linguistics for ESL and bilingual education teachers and their students. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

CIL 504 - 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. Prerequisite(s): None 2 semester hours

CIL 505 - Methods and Materials for Teaching English as a Second Language

This course prepares candidates in methodology for teaching language and content to English Language Learners. Candidates examine and apply conceptual and pedagogical tools for teaching English as a second language based on theories of second language acquisition, pedagogy, and methodology. Candidates explore how to use these tools to create effective language and content instruction that is differentiated according to language proficiency. Additionally, relevant national, state, and local language and content standards and assessments are discussed in relation to teaching ESL. Appropriate selection, and evaluation of books multimedia, and technology is also discussed. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

CIL 506 - Methods and Materials for Teaching Bilingual Education

This course prepares candidates to teach language and content in bilingual programs. Candidates examine and apply pedagogical practices based on theories of first, second, and bilingual language acquisition, and biliteracy. Candidates create effective bilingual instruction promoting high academic achievement, English language acquisition, development of students’ home languages, and transfer of skills and content knowledge between languages. Relevant national, state, and local language and content standards are discussed. Selection and evaluation of resources in English and additional languages are addressed. Development of units, lessons, activities, assessments in two languages may be required. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

CIL 510 - Assessment of ESL and Bilingual Education

This course focuses on the equitable assessment of English language learners (ELLs). Participants explore the ways assessment of ELLs is conceptualized within larger historical, social, cultural, and political contexts. Using theoretical models that account for the intersection of second language acquisition and academic achievement, participants engage in examining, adapting, or developing effective classroom assessments that measure English language proficiency and content.
area learning. Participants also review state and national language proficiency and content standards, and examine how they are measured in mandated assessments. Assigned course requirements include the completion of 20 clinical/observation hours.

Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

CIL 511 - Family Literacy for Linguistically and Culturally Diverse Learners

Learners will explore the field of family literacy with English language learners, including its theoretical bases, program models, and best practices. Topics include: exploring sociocultural underpinnings of family literacy; identifying funds of knowledge in families and ways to acknowledge and value that knowledge in school; building the home-school connection; supporting adult basic literacy and English language learning; creating literacy learning opportunities in the home; and utilizing community resources. Ways to support parental participation in children's literacy development will be demonstrated. Course is appropriate for those working with English language learners. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

CIL 512 - Reading in a New Language: Linguistic Considerations

The course focuses upon the multiyear process of developing literacy in English as a new language, critical to academic success for English language learners. The importance of first and second language listening and speaking (oracy), the effect of first language phonemes, morphemes, syntax, cognates, discourse, and writing systems on second language literacy, and complex cross-linguistic relationships are major topics. Principles, methods and techniques for developing second language literacy are analyzed. Research-based best practices in ELL literacy instruction across P-12 settings are examined, with special attention to academic language, content vocabulary, and writing. Assigned course requirements include completion of 20 clinical/observation hours. Prerequisite(s): None. Fulfills the linguistics requirement or the elective requirement for the State of Illinois ESL Approval, Bilingual Approval, or ESL/Bilingual Approvals. Co-requisite(s): None. 3 semester hours

CIL 523 - TESOL Curriculum Development and Program Models

This course prepares teachers in conceptualizing, designing and applying curriculum for English Language Learners (ELLs). Participants will explore a variety of curriculum resources and materials, including children's and adolescent literature, different TESOL (Teaching English for Speakers of Other Languages) program models, professional texts, strategies, new technologies and other resources that support English language acquisition. Students are guided in creating and teaching units and lessons that apply a variety of curriculum theories and ESOL (English for Speakers of Other Languages) materials and programs. They will develop the skills to make informed assessments regarding the quality and effectiveness of such resources and programs. Prerequisite(s): none. 3 semester hours

CIL 531 - Cross Cultural Education

This course examines the impact of culture on learners within society and the educational system and the importance of understanding the power of culture in addressing the needs of English language learners. It explores the processes of acculturation and cultural conflict. Participants examine the influence of cultural assumptions on student performance and self-image in the American educational system. Participants explore the behavior and learning styles of diverse students and the ways teacher beliefs and practices affect their lives and achievements. Participants design culturally relevant instruction to promote student academic success. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

CIL 532 - Technology Instruction for Linguistically and Culturally Diverse Students

The use of computers, educational technology, and interactive media in settings with linguistically and culturally diverse students is discussed in relation to current research. The selection and use of software and interactive media to develop effective lessons in language and content area instruction is presented. Demonstrations of a variety of technological applications and the methods by which they can be used are incorporated into this course in order to provide teachers with tools to effectively integrate technology into instructional settings containing English language learners. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None Co-requisite(s): None. 3 semester hours

CIL 583 - Workshop/Bilingual and Multicultural Education/Contemporary Issues

1-4 semester hour

CIL 584 - Workshop/Bilingual and Multicultural Education/Curriculum Materials

1-4 semester hours
CIL 585 - Workshop/Bilingual and Multicultural Education/Instructional Practices
1-4 semester hours

CIL 594 - Independent Study/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

CIL 595 - Topics in Bilingualism and Education
1-3 semester hours

CIS - Social Studies Education
CIS 480A - 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 the National College of Education. 4 quarter hours.

CIS 480B - Social Studies Methods
This course focuses on teaching methods of teaching social studies to candidates in the elementary/middle level education MAT programs. Candidates will learn to develop effective social studies instruction in and for pluralistic democracy. The course stresses year-long planning, unit planning and lesson planning. It also introduces candidates to varied social studies methods. Use of primary sources, especially from the Library of Congress, is emphasized. Prerequisite(s): Admission to the Elementary Education M.A.T. program. 2 semester hours

CIS 481 - Theory and Methods of Teaching ECE Primary Social Studies
This course is designed to give an overview of the appropriate theory, methods and materials related to the teaching of social studies in the primary classroom. 3 preclinical hours of field experience are required. Prerequisite(s): Admission to the National College of Education One quarter hour

CIS 502 - 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. Prerequisite(s): None 3 semester hours

CIS 506 - 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. Prerequisite(s): None

CIS 507 - 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 Prerequisite(s): None

CIS 508 - 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 Prerequisite(s): None

CIS 509 - 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 Prerequisite(s): None

CIS 515 - Teaching United State 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. 3 semester hours Prerequisite(s): Six semester hours of U S History courses.

CIS 516 - 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 direct observational experiences, and the honing of reflective and interpretive skills for understanding and teaching Mexican Americans, the largest language minority group in the United States, through their heritage culture: ancient Mesoamerican, and teaching Mexican Americans, the largest language minority group in the United States, through their heritage culture: ancient Mesoamerican and the history, cultures, and geography of Mexico. The course begins with an orientation and class meetings in the United States (e.g., Chicago). Then participants travel as investigative explorers to Mexico where the coursework continues, and they learn to relate their knowledge to intercultural education and communication with Mexican Americans in the United States. 2 semester hours. Prerequisite(s): None

CIS 583 - Workshop/Social Science Education/Contemporary Issues
1-4 semester hours

CIS 585 - Workshop/Social Science Education/Instructional Practices
1-4 semester hours

CIS 587 - Workshop/Social Science Education/Cultural Studies
1-4 semester hours

CIS 591A - Field Study/Social Science Education/Mexico
This course provides factual knowledge, along with direct observational experiences, and the honing of reflective and interpretive skills for understanding and teaching Mexican Americans, the largest language minority group in the United States, through their heritage culture: ancient Mesoamerican and the history, cultures, and geography of Mexico. The course begins with an orientation and class meetings in the United States (e.g., Chicago). Then participants travel as investigative explorers to Mexico where the coursework continues, and they learn to relate their knowledge to intercultural education and communication with Mexican Americans in the United States. 1-4 semester hours

CIS 594 - Independent Study/Social Science Education
Issues, perspectives, and practices in different cultural, geographic, and socioeconomic learning environments are identified and compared. 1-3 semester hours

CIS 595 - Selected Topics in Social Science Education
Provides the student with the opportunity to explore current or specialized topics in the field of social science education. 1-4 semester hours

CIT - Teaching for Conceptual Integration

CIT 501 - Teaching for Conceptual Integration in Reading/Language Arts and Mathematics
The course focuses on how student learning can be enhanced when a teacher blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of reading/language arts and mathematics. Assertions that cross these school subjects include: - Sign Systems (language and mathematics) are used to represent ideas and to communicate to others. - Thought and sign systems are related and have levels of abstraction. - Language and figures of speech are used to facilitate the understanding of mathematical concepts. - Sign systems cross cultures - Sign systems facilitate problem solving. Prerequisites: Admission to program; EPS541 (which may be taken concurrently). 3 Semester Hours.

CIT 502 - 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. Prerequisites: Admission to program; CIT501 and EPS541 (which may be taken concurrently). 3 semester hours

CIT 503 - 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. Prerequisites: Admission to the program; CIT501, CIT502 and EPS541 3 Semester Hours

CIT 504 - 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 math 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. Prerequisites: Admission to program; CIT501, CIT502 and EPS541. 3 Semester Hours.

CIT 505 - Teaching for Conceptual Integration for Reading/Language Arts 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 reading/language arts and science. Assertions that cross these school subjects include: - Evidence is used to find, generate, and support understanding. - Strategic reading and reflective science are metacognitive processes - Communication requires consideration of audience - Conceptual understanding requires both creative and divergent thinking. - Understanding results from analysis of both the perspective and the evidence. - Conceptual understanding results from consideration of misconceptions, discrepant events, and existing knowledge. - Language and sign systems (of science) facilitate the understanding of scientific experts. Prerequisites: Admission to the program; CIT501, CIT502, and EPS541. 3 Semester Hours.

CIT 506 - 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 student 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 mathematically. - Investigating cross-cultural and historical development of mathematical ideas can build understanding of concepts. Prerequisites: Admission to program; CIT501, CIT502, and EPS 541. 3 Semester Hours.

CIW - Health Education

CIW 505 - 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. Candidates will explore human values and beliefs concerning sexuality and the development of gender identity. The course is also designed to increase candidates' comfort level teaching a variety of human sexuality topics. Emphasis will be upon increasing the candidates' abilities in developing and conducting lessons for K-12 students. Prerequisites: None. 3 semester hours

CIW 507 - Theories and Concepts of 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 candidates 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. Prerequisite: None. 3 semester hours

CIW 508 - School Health Education

This course is designed to provide school educators with the ability to be able to defend and describe a coordinated school health program. This course will provide the tools necessary to implement the program within the school setting. It is also designed to provide health educators with knowledge and awareness of both the National and State Standards in health education. Candidates will critique pre-witten health curricula to determine their usability. Prerequisite: None. 3 semester hours

CIW 509 - 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 to prepare the student to act in an emergency. Basic principles of First Aid, Cardio-Pulmonary Resuscitation (CPR), and Automated External Defibrillator (AED) use will be taught. Upon completion of this course, the candidate will receive American Red Cross certification in CPR, AED, and
CIW 510 - Curriculum Development and Evaluation in Health Education

This course focuses on the process of curriculum development in health education K-12 as a component of a coordinated school health program. The philosophies behind the coordinated school health program and the state and national standards for health education curricula are discussed. An overview of the ten content areas within a school health program is presented as they relate to the risk behaviors of today’s society. The scope and sequence of the health curriculum is explored and the writing of goals and objectives practiced. Methods for evaluating health curricula and instruction are discussed. Prerequisite(s): CIW507, CIC 503 or permission of health education program coordinator or CI Director. 3 semester hours

CIW 515 - Consumer Health

Learners will explore various concepts related to consumer health. Candidates will use project-based inquiry and discussion to distinguish between reliable and unreliable health information, and recognize differences between honest and fraudulent health services and product marketing. Candidates will also explore trends in health consumerism. This course will enable candidates to make sound health consumer choices in the areas of nutrition, fitness, diet, drugs, product safety, and health care services. Health education activities for classroom use that are age and developmentally appropriate will also be discussed. Prerequisite(s): None. 2 semester hours

CIW 516 - Environmental Health

This course provides candidates with a review of the causes, effects and solutions to environmental problems that impact human health. Candidates explore the relationships between human population growth, natural resources, environmental pollution and decreasing biodiversity. Emphasis is 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 are examined. Prerequisite(s): None 2 semester hours

CIW 517 - Drug Education

This course is designed to foster an understanding of the pharmacological principles of drugs, their reaction in the body, and the addictive process. These principles are applied to all aspects of the major drug groups. The course provides students with grade appropriate educational methods to teach these principles in classrooms. The candidate learns the skills of making informed decisions and healthy choices and teaches these to their students. Prerequisite(s): None. 2 semester hours

CIW 518 - Community Health

This course includes current concepts and practices of health and healthful living applied to the community utilizing an examination of the philosophy and practice of public and community health. It includes economic, sociological, cultural and legal implications of community health programming. This course identifies contemporary community health problems and provides an overview of agencies assisting in the development and presentation of health education. Prerequisite(s): None. 2 semester hours

CIW 519 - 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. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

CIW 525 - Nutrition and Dietary Patterns

This course provides candidates with basic knowledge and skills needed to analyze the nutritional challenges of various dietary patterns. Focus is nutrition principles and their application, including the biological foundations of nutrition. Emphasis is placed on the nation’s nutrition objectives for Healthy People 2020, application of nutrition information related to food choices, cultural food traditions, defensive dining, and choosing vitamin-rich foods and diet as preventative medicine. Various internet activities build critical thinking skills by investigating reputable nutrition web sites. Participants are challenged to reflect upon solutions for environmental degradation and hunger. Prerequisite(s): None. 2 semester hours

CIW 526 - Disease Prevention and Control

This course provides basic information about the disease process, classifications of diseases, and prevention of disease. Specific diseases affecting each system of the body are analyzed including their incidence, cause, symptoms, risk factors, predispositions, treatments and prevention. Candidates explore methods of instruction and resources for programs or units on disease. Emphasis is placed on lifestyle behaviors and choices that impact the development or prevention Prerequisite(s): None. 2 semester hours
**CSI 600 - 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

**CSI 601 - 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

**CSI 602 - Curriculum Theory: Contemporary Issues and Practices**

Students in the course consider curriculum theories 1970-present in relation to the assumptions and implications and 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

**CSI 603 - 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

**CSI 605 - 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

**CSI 693 - Curriculum Seminar**

This 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 SH. Three of the 6 SH must be completed in consecutive quarters. All 6 SH 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 SH. 1 semester hour

**CSJ-Criminal-Social-Justice**

**CSJ 106 - Law Enforcement**

Formerly LAS 106. This course is an examination of contemporary American law enforcement. Policing and investigative agencies and their structures, functions and purposes are examined and evaluated. Topics include history, criminological role in society, trends in crime and enforcement, professionalism, organizational sub-cultures, ethics, corruption and civil liability. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours
CSJ 107 - Criminal Justice System

Formerly LAS107. This course provides a broad overview of the criminal justice system, including legal rights and responsibilities, law enforcement, courts, and correctional institutions. Problems of these institutions and possible remedies will be examined and discussed. Particular attention will be paid to the Illinois criminal justice system. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

CSJ 205 - Criminology

Formerly LAS205. This course is a study of the theoretical reasons for criminal behavior and victimization. Current issues, policies, and research regarding victimization, punishment, treatment and rehabilitation will be examined and discussed. Prerequisite(s): None. Co-requisite(s): None. 5 semester hours

CSJ 206 - Criminal Law and Procedure

Formerly LAS206. This course is designed to examine the purpose, structure and functions of criminal law in Illinois and the U.S. Topics include the elements necessary to establish a crime and criminal intent. The sources of criminal law, attempts and conspiracy, defenses to crime, laws of arrest, search and seizure, and civil law will be highlighted. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

CSJ 207 - Punishment, Prisons and Corrections

Formerly LAS207. History, purpose, and knowledge of incarceration including local jails and large prisons will be examined and discussed. The procedures used, including reception, classification, orientation, rules, release procedures, and other considerations of institutional management will be considered. In addition, incarceration alternatives, including vocational and rehabilitational services, halfway houses, parole, drug and alcohol detoxification, welfare agencies, employment and legal aid services will be examined. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

CSJ 208 - Courts and Criminal Justice

Formerly LAS208. This course is a general overview of the American court system and its relationship to criminal justice. Processes, procedures, alternatives to trial, issues involving the courts and the professionals involved are given consideration. Topics related to courts and criminal justice include, but are not limited to, trials, juries, sentencing, appeals, differential treatment, and wrongful convictions. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

CSJ 209 - Constitutional Law and Criminal Justice

Formerly LAS209. This course is an introduction to the United States Constitution with an emphasis on criminal justice. Topics include, but are not limited to, failure of the Articles of Confederation, Federalism, limits on state and federal power, separation of powers to limit authority, structure, the rights of government, and the rights of citizens. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

CSJ 210 - Community Policing

Formerly LAS210. This course addresses the challenge of maintaining a meaningful relationship between society and the police while living in an environment of rapid change. Consideration is given to topics related to community policing that include, but are not limited to, police community relations, public relations, community policing theories, communications, the changing police role in society, police discretion, conflict management, and policing special populations. Prerequisite(s): CSJ106 or permission of the Director. Co-requisite(s): None. 5 quarter hours

CSJ 211 - Police Organization

Formerly LAS211. This course is a study of the police organization and its complexity. Consideration is given to topics related to the organization that include, but are not limited to, how the police organization functions in relation to the social networks that help to define it, structural complexity, structural control, administrative control structures, the degree to which rules and policies are formalized, and centralization of decision making. Contextual factors such as leadership, politics, geographical location, age of the organization and its environment and how this influences the complexity of the organization are also addressed. Prerequisite(s): CSJ106 or permission of the Director. Co-requisite(s): None. 5 quarter hours

CSJ 215 - Juvenile Justice Systems

The juvenile justice system in the United States is examined from a perspective that involves both history of the system and the philosophical approach of society today. Major topics include arrest, interaction with police, detention before and after trial, court procedures, and corrections. Post correction or alternative opportunities such as training schools and camps, community-based networks, parole, release and recidivism will also be examined. Prerequisite(s): CSJ106 or permission of the Director. Co-requisite(s): None. 5 quarter hours

CSJ 235 - Introduction to Forensic Science
Formely LAN235. This course explores biological and chemical concepts in forensic science and reviews their application in questions of evidence and law. Evidence procedures and forensic technology are addressed. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours


**CSJ 352 - Research Methods in Criminal Justice**

Formely LAS352. This course is a general introduction to research methods in criminal justice. Consideration is given to topics related to research methods that include, but are not limited to, qualitative and quantitative research, the application of research, ethics in research, research design, data gathering strategies, data analysis, and policy analysis as it relates to criminal justice. Prerequisite(s): Admission to the Criminal Justice Program. Co-requisite(s): None. 5 quarter hours

**CSJ 353 - Criminal Investigations**

Formely LAS353. This course is a general overview of the procedures, techniques, skills, and limitations of criminal investigations. Consideration is given to topics related to criminal investigation that include, but not limited to, crime scene preservation, lawful searches, criminal law affecting investigations, violent crimes, property crimes, and death investigations. Prerequisite(s): CSJ106, CSJ107 or permission of the Director. Co-requisite(s): None. 5 quarter hours

**CSJ 354 - Sociology of Deviant Behavior for Criminal Justice Professionals**

Formely LAS354. This course addresses the intersection of the criminal justice practitioner’s duties, responsibilities, and knowledge with codified social norms and the behaviors that deviate from them. Contextual factors that affect the practitioner’s decisions and actions include cultural norms, theories of the causes of deviant behavior, theories of personality development, and social control mechanisms. Also examined is the impact of deviant behavior on society, social control devices, the social contract, and racial and gender differences in respect to acceptable behaviors. Prerequisite(s): CSJ106 or permission of the Director Co-requisite(s): None. 5 quarter hours

**CSJ 355 - Ethics, Diversity, and Professionalism in Criminal Justice**

Formely LAS355. This course is an examination of the of the criminal justice system from an ethical and professional perspective. It will explore ethical challenges of a civil society, the tensions found in the criminal justice system and the burden of discretion carried by it members. Topics include, but not limited to, meaning and value of ethics, ethical issues in criminal justice, discrimination in the criminal justice system, and the quest for professionalism. Prerequisite(s): CSJ107 or permission of the Director. Co-requisite(s): None. 5 quarter hours

**CSJ 356 - Criminal Justice Administration**

Formely LAS356. This course is an overview of the administration of criminal justice organizations. Consideration is given to topics related to criminal justice administration that include, criminal justice administration that include, structures and functions, internal and external politics, ethics, human resource development, training, management and leadership. Also included are topics of organizational subcultures, diversity in the work place, unions, and problematic organizational issues. Prerequisite(s): CSJ106 or permission of the Director. Co-requisite(s): None. 5 quarter hours

**CSJ 357 - Probation and Parole**

Formely LAS357. This course addresses the theory and practice of probation and parole in the criminal justice system. Consideration is given to topics related to probation and parole that include, but are not limited to, the origins of probation and parole, parole selection process, parole boards, violations and revocation of parole, parole supervision, diversions from incarceration, administration of probation services, effect of probation on offenders, the courts and corrections, and electronic monitoring. Prerequisite(s): CSJ206, CSJ208, CSJ209 or permission of the Director. Co-requisite(s): None. 5 quarter hours

**CSJ 465 - Human Resources Development in Criminal Justice**

Formely LAS465. This course is an overview of the theory and practice of human resource development directed specifically toward criminal justice organizations and their employees. Consideration is given to topics related to personal development that include, but are not limited to, the building blocks of human resource development, illustrations of the relationships among all the components that constitute the field of human resource development, the various roles and practices of human resource development, organizational learning, organizational development, instructional design, program planning and evaluation, internal consulting, and identifying ways to improve development practice within the organization. Prerequisite(s): CSJ211 or permission of the Director. Co-requisite(s): None. 5 quarter hours

**CSJ 466 - Comparative Criminal Justice Systems**

Formely LAS466. This course compares international criminal justice systems. Consideration is given to
topics related to comparisons that include, but are not limited to, an international perspective on criminal justice, comparative criminology, transnational crime, four primary legal traditions found internationally, and the international perspective of courts, corrections, juvenile justice and policing. Prerequisite(s): CSJ206, CSJ208, CSJ209 or permission of the Director. Co-requisite(s): None. 5 quarter hours

DEE - Disability and Equity in Education

DEE 601 - Traditions, Assumptions and Paradigms

This course will explore 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 and positivist models, and cognitive and psychodynamic theories. Emphasis will be placed on the contributions and implications for practice of each model or paradigm. The course also examines tensions among the beliefs and assumptions inherent in each, the social meanings of disability in each, and the consequences of these tensions for policies and practices. Prerequisite(s): Admission to a doctoral program in NCE, post-masters status, or consent of instructor. 3 semester hours

DEE 602 - Policy and Critical Policy Analysis

This course is designed to provide the student with a basic understanding of policy, policy discourses, and critical policy analysis, particularly the analysis of policy ideology, politics, and policy consequences. Students will be given opportunities to analyze and critique policy from their chosen field (e.g., curriculum, special education, teacher education, literacy, leadership), critique policy making in action; develop a scholarly stance toward policy analysis; recognize the connections between justice, social action, policy, and practice; and formulate ideas and strategies for being policy change-agents in their chosen education. Prerequisite(s): Admission to a doctoral program in NCE, post-masters status, or consent of instructor. 3 semester hours

DEE 603 - Activism and Inclusion in Democratic Education

This course explores principles and practices of activism across a variety of contexts. The primary focus is on personal, social, institutional and legislative changes necessary to promote inclusive democratic education. The roles and procedures of advocacy, consciousness raising, activism, service learning, emancipatory research, and critical pedagogy are addressed. Psychological, social, and educational processes involved in constructing and maintaining marginal "others" are analyzed and deconstructed in order to imagine and conceptualize futures that are not tied to the dictates of the past. Insights gained and strategies used in prominent social movements, including the disability rights movement, will be investigated. Prerequisite(s): Admission to a doctoral program in NCE, post-masters status, or consent of instructor. 3 semester hours

DEE 604 - Politics of Assessment

This course critically explores implications, meanings, and uses of educational and psychological assessment in the social construction of ability/disability and the maintenance of social hierarchies. 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, educational, and political uses of assessment will be evaluated from critical sociological, educational and psychological perspectives. Assessment and accountability practices embedded in federal education laws will be scrutinized for their impact on particular social groups and institutional cultures. Prerequisite(s): Admission to a doctoral program in NCE, post-masters status, or consent of instructor. 3 semester hours

DEE 605 - History of Disability in Education

Educational knowledge is often viewed as evolutionary and progressive, leading to incremental improvement of services for individuals with disabilities. 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 critical perspectives to explore the assumptions, conceptions and discontinuities evident in the history of disability as represented in primary and secondary sources and contemporary historical accounts. Prerequisite(s): Admission to a doctoral program in NCE, post-masters status, or consent of instructor. 3 semester hours

DEE 690 - Seminar: Special Topics in Disability and Equity in Education

A doctoral seminar dealing with issues in education as they relate to disability and equity. Prerequisite(s): Admission to a doctoral program in NCE, post-masters status, or consent of instructor. 3 semester hours (May be repeated 3 times up to 12 hours.)
DEE 693 - Disability Studies in Education Seminar
This seminar introduces the student to the interdisciplinary field of disability studies in education, including its tenets and its approaches to theory, research, and practice. Basic concepts in the field are examined, particularly comparisons between the medical and social models of disability and the implications of both. Contemporary regional and global issues, problems, and debates are explored as relate to K-12 and postsecondary inclusive education. Prerequisite(s): Admission to a doctoral program in NCE, post-masters status, or consent of instructor: 3 semester hours

ECE - Early Childhood Education

ECE 202 - 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

ECE 205 - 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

ECE 206 - 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 Two quarter hours

ECE 207 - 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 Two quarter hours

ECE 210 - History and Philosophy of Education
(replaces ECE315) This course will focus on the history of ideas, individuals and events that have influenced the curriculum, organization, policies and philosophies of education in the United States. A special topic option allows students to pursue topics related to their area of interest within the education spectrum. Prerequisite(s): None. Co-requisite(s): None. 3 quarter hours

ECE 215 - Speech and Language Development
Students will construct an understanding of speech and language acquisition in children birth through five years of age. An examination and analysis of typical, a typical 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. This course requires 15 hours of field experience. Prerequisite(s): Psychology of Early Childhood or an equivalent course in Developmental Psychology, current TB test and background check required Co-requisite(s): None. 3 quarter hours

ECE 220 - Child, Family, and Community
This course examines the dynamics of family life, family challenges, family stresses, and their impact on child development. The course explores the ecological contexts in which children live, the relationships among families, child care settings, communities, and broader social and cultural systems, and the personal and cultural filters through which early childhood professionals view children and their families. Emphasis is on the current social, political, legislative, and economic status of children and their families and the crises they face. Students will study existing community interventions that support children and their families and discuss the issue of public policy and private advocacy. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

ECE 300 - Strategies for Supervision
This course focuses on the human relations side of administrating early childhood programs. It analyzes the objectives and functions of supervision and presents guidelines for recruiting, hiring, training, and evaluating personnel. Students will examine different conceptual models for understanding job satisfaction and the career stages through which teachers progress and explore various individual and organizational strategies for reducing stress and
promoting optimal performance. Opportunities for students to apply models of supervision and staff development in their respective educational settings will be provided. 5 quarter hours

**ECE 301 - 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

**ECE 302 - 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

**ECE 305 - Group Dynamics**
5 quarter hours

**ECE 310 - 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

**ECE 311 - Administration I: Leadership Strategies and Staff Development**
In this course students will examine their leadership role and be introduced to a model of facilitative leadership as a way to empower staff and support shared decision making. Students will learn about effective employment practices that will help them find and keep the right person for an available job and their organization. Students will be introduced to a comprehensive model for supervising staff and promoting their ongoing professional development based on recognizing and appreciating individual differences. Students will develop and practice the skills needed to nurture a positive work climate that promotes peak performance. Prerequisite(s): None. 5 quarter hours

**ECE 312 - Administration II: Managing Center Operations and Finance**
In this course students will learn about the components of effective management including: systems and the importance of systems thinking; stakeholder analysis and management; the strategic planning process; how policies, procedures, and systems are interconnected; and tools for taking charge of program operations. Students will understand how to manage a fiscally responsible early childhood business and be introduced to effective budgeting and accounting. Students will develop the skills needed to promote a positive public image. Students will learn how to create environments that welcome and support the learning of children and adults, as well as promote their health and safety. Prerequisite(s): None. 5 quarter hours

**ECE 313 - Administration III: Implementing and Evaluating the Program**
In this course students will learn to support children's development and learning by understanding the interactive environment, the advantages of different groupings and staffing patterns, and continuity of care. Students will learn how to implement curriculum and the importance of observation and child assessment in achieving program goals. Students will explore the director's role in creating family partnerships, promoting an appreciation of diversity, and nurturing open communication. Students will understand the importance of program evaluation and learn how to implement continuous quality improvement -- the leadership practice of assessing needs, defining desired outcomes, developing an action plan, and evaluating effectiveness. Prerequisite(s): None. 5 quarter hours

**ECE 315 - 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. 5 quarter hours

**ECE 320 - 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

**ECE 321 - 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

**ECE 322 - 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

**ECE 324 - Integrated Preprimary Methodology in Early Childhood Education**

Students in this course will apply theory, materials, and the Illinois State Board of Education Early Learning Standards for teaching language arts, literacy, art, music/movement, math, science, social studies, health, and safety to instructional methods for children ages three to five. Play and the active and constructive nature of learning will be emphasized. An integrated unit, addressing all content areas, will be developed. Current research and Internet will be used as resources. Fifteen pre-clinical hours will be collected as part of the required field experience for this course. Prerequisite(s): ECE205, EPS300, TIE300, current TB test and background check required. Co-requisite(s): None. 5 quarter hours

**ECE 325 - 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. Prerequisite(s): None 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 and 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 345 - Curriculum, Differentiation, and Assessment

This is an introductory course for the pre-service early childhood candidate to learn basic theories about curriculum, differentiation, and assessment as they relate to developmentally appropriate practices in early childhood instruction. Candidates will learn specific ways to organize curriculum, differentiation strategies, and assessment techniques. Candidates will apply best practices for curriculum, differentiation, and assessment across all disciplines including English/language arts, mathematics, science, and social studies. Ten hours of observation in a K-2 setting is required as part of this course. Prerequisite(s): EPS 300, TIE 300, ECE 205. Co-requisite(s): Admission to the National College of Education. 5 quarter hours

ECE 350 - Early Childhood Education: Pre-Primary Practicum Field Experience

Candidates apply what they have learned about early childhood practices by identifying effective strategies used to plan, implement, and assess instruction, guide children, and manage classrooms. They will demonstrate their professionalism by planning, implementing, and assessing instruction for individual students, small groups and the whole group, under the guidance of a master teacher in a preprimary setting for at least three hours a day for nine weeks. Candidates who have had a previous supervised preprimary experience register for this seminar and will be required to complete 135 hours in a preprimary classroom as part of their seminar requirement. Prerequisite(s): Admission to NCE, Completion of EPS 300, ECE 205, ECE 220, LAE 307, ECE 210, TIE 300, ECE 215, current TB test and background check required. Co-requisite(s): ECE 350. 3 quarter hours

ECE 351 - Early Childhood Education: Pre-Primary Practicum Seminar

Candidates will apply what they have learned about early childhood practices by identifying effective strategies used to plan, implement, and assess instruction, guide children, and manage classrooms. They will demonstrate their professionalism by planning, implementing, and assessing instruction for individual students, small groups and the whole group, under the guidance of a master teacher in a preprimary setting for at least three hours a day for nine weeks. Candidates who have had a previous supervised preprimary experience register for this seminar and will be required to complete 135 hours in a preprimary classroom as part of their seminar requirement. Prerequisite(s): Admission to NCE, Completion of EPS 300, ECE 205, ECE 220, LAE 307, ECE 210, TIE 300, ECE 215, current TB test and background check required. Co-requisite(s): ECE 350. 3 quarter hours

ECE 405 - Preprimary Methods: Language Arts/Art/Music/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 450 - Early Childhood Education Primary Practicum Field Experience

This advanced course continues to integrate educational theory and understanding with field experience. ECE 451 is the first of two consecutive quarters of field experiences at the primary level; the course is linked to Student Teaching. Concurrent study and field experience help candidates’ bridge theory and practice with an emphasis on integration
of content, differentiation, assessment, and child guidance. Candidates meet weekly to explore and analyze experiences and demonstrate independence in applying concepts learned in their classrooms as they progress to student teaching. Candidates are required to complete 2 full days each week in a primary classroom (minimum of 120 hours).

Prerequisite(s): Admission to NCE, a grade of C or ECE350, ECE351, current TB test, mandated reporter and background check required. Co-requisite(s): ECE451. 2 quarter hours

ECE 451 - Early Childhood Education Primary Practicum Seminar

This advanced course continues to integrate educational theory and understanding with field experience. ECE451 is the first of two consecutive quarters of field experiences at the primary level; the course is linked to Student Teaching. Concurrent study and field experience help candidates’ bridge theory and practice with an emphasis on integration of content, differentiation, assessment, and child guidance. Candidates meet weekly to explore and analyze experiences and demonstrate independence in applying concepts learned in their classrooms as they progress to student teaching. Candidates are required to complete 2 full days each week in a primary classroom (minimum of 120 hours).

Prerequisite(s): Admission to NCE, a grade of C or better in ECE350, ECE35, current TB test, mandated reporter and background check required. Co-requisite(s): ECE450. Required of all ECE BA Type 04 candidates. 3 quarter hours

ECE 460 - Early Childhood Practicum

Students in this course complete a half-day experience of student teaching in an early childhood setting for ten weeks. Successful completion of this experience is based on a wide variety of competencies, including having full responsibility for a classroom over an extended period during the term, usually two weeks. Students also participate in a weekly seminar, which deals with their concerns and experiences as beginning teachers. Prerequisite(s): Completion of ECE202, ECE205, ECE206, SPE300, ECE310, ECE315, ECE405, and ECE406 or their equivalents; Consent of department; Background check. 7 quarter hours

ECE 470 - Early Childhood Education: Student Teaching

Candidates in this course complete a full-day experience of student teaching at the K-2 level, for a one academic term. In addition, weekly seminars address issues facing beginning teachers. Successful completion of this experience is based on attainment of a wide variety of professional competencies, including demonstration of professional dispositions and ability to assume full responsibility for a classroom over an extended period of time. All ECE BA program coursework must be completed prior to taking this course. Candidates must apply for, and be approved by the ECE Department, to take the course. Prerequisite(s): Admission to NCE. Successful completion of all prerequisite coursework required for student teaching in the BA ECE Type 04 degree and licensure program with a grade of C or better. Pre-requisites include: SPE300, ECE324, ECE337, ECE345, ECE350/351, ECE450/451, RLL330, RLL487, MHE480A, SCE480A, CIL300, CIL305, CIL306, CIL310, CIL312, CIL331. Student teaching is the final, capstone program experience. Current background check and TB test; passing score on ECE Content Test (107) are required. Co-requisite(s): None. 12-14 quarter hours

ECE 492 - 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 Practice and approval of the department. 7 quarter hours

ECE 493 - 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 Practice and approval of the department. 7 quarter hours

ECE 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. 1 to 5 quarter hours.

ECE 501 - Early Childhood Instructional Methods/Primary/Language Arts and Social Studies

This course provides a comprehensive study of instructional methods for teaching language arts and social studies in the K-3 classroom. Students identify, design, demonstrate and evaluate appropriate
language arts and social studies experiences and strategies for primary children. Course topics include multicultural literature, an integrated curriculum approach, and adaptation of curriculum for children with special needs. 10 hours of observation in a K-3 setting are required as part of this course. Prerequisite(s): EPS500A. Co-requisite(s): Admission to the National College of Education. 2 semester hours

**ECE 502 - 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

**ECE 505 - Early Childhood Instructional Methods/Preprimary/Language Arts/Literature/Art/Music/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. Co-requisite(s): None. 2 semester hours

**ECE 506 - Early Childhood Instructional Methods/Preprimary/Mathematics/Science/Social Studies**

This course is a survey of instructional materials, methods, and supportive learning environments for teaching mathematics, science and social studies to children in preprimary settings. Candidates design, identify, demonstrate and evaluate appropriate experience and teaching strategies that support development of mathematics, scientific and social studies concepts for preprimary children. Course topics include discussion of behavior management, multicultural education, an integrated curriculum approach and adaptation of the curriculum for children with special needs. 10 hours of preclinical experiences are required. Prerequisite(s): EPS500A. Co-requisite(s): Admission to the National College of Education. 2 semester hours

**ECE 508 - Understanding English Language Learners in the Early Childhood Classroom**

Foundations of Second Language Acquisition along with the social and cultural adaptation of the English Language Learner (ELL) in the early childhood classroom form the basis for this course. Students will examine the myths and misconceptions about Second Language Learning in the early childhood classroom as well as how to fulfill the needs of English Language Learners to provide students with insights in assisting with their instructional strategies in the early childhood classroom. Additional topics include: developing proficiency in English, bilingualism in the home, responding to linguistic and cultural diversity, understanding and negotiating cultural differences. Prerequisite(s): None 1 semester hour

**ECE 510 - Child, Family and Community**

This course examines the dynamics of family life, family challenges, and family stresses, including their impact on children's development. It examines the cultural contexts in which children live, the relationship between parents and schools, and the personal and cultural filters through which students view children and the process of schooling. Emphasis is on the current social, political, legislative, and economic status of children and their families, and the crises they face. Students will study existing community interventions that support children and their families and discuss the issue of public and private advocacy. Prerequisite(s): EPS500A 3 Semester Hours

**ECE 512 - 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 "developmentally appropriate practices," and to analyzing historical developments and current criticisms. Finally, students are taught the role of diversity in curriculum planning, and approaches to child assessment and curriculum evaluation, for all children including those with challenges. Prerequisite(s): None. 2 semester hours

**ECE 515 - Financial and Legal Aspects of Early Child Care Management**

This course examines the financial and legal issues pertinent to establishing and operating child and
family service programs. Emphasis is given to the development of sound fiscal policy that adequately addresses the issues of quality, compensation, and affordability. The course includes a survey of laws and regulations pertaining to licensing, insurance, children’s records, affirmative action and employment provisions, inclusion of special needs children, parental rights, child abuse, and custody. Students will also analyze the legal requirements and tax provisions that relate to the operation of programs with differing legal status (e.g., sole proprietorship, partnership, or a not-for-profit corporation.) Prerequisite(s): none 3 semester hours

ECE 517 - Essentials of Infant-Toddler Care

Key components of care for very young children form the basis of this course. Examination of the Infant-Toddler Environmental 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. Additional topics include controversies surrounding sleeping arrangements, feeding, toilet-training, immunizations, and other elements of care. Observation hours are required. Prerequisite(s): none 2 semester hours

ECE 518 - Policies and Practices in Infant and Toddler Care

Students will examine historical and cultural trends in the care of infants and toddlers and the way these ideas have affected perspectives on caregiving practices today. Topics will include the link between maternal employment and early child care, notions surrounding the value of early interaction with very young children, and the moral and political implications of early child care. Discussion of the impact of cultural differences, recent trends in early care, and support for children with special needs will be included. Observation hours required. Prerequisite(s): None 3 semester hours

ECE 519 - Curriculum for Infants and Toddlers

Students will examine the developmental needs of children from birth through thirty-six months and how these needs can be met in group care and at home. Published curricula will be analyzed and evaluated. Students will create plans for using "teachable moments" to foster development. Observation, interviews, and/or other field work required. Prerequisite(s): None 3 semester hours

ECE 520 - Speech and Language Development in Early Childhood

Students will construct an understanding of speech and language acquisition in children birth through eight years of age, based on major theoretical perspectives. 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, including English Language Learners, will be addressed. Appropriate field experiences are included. This course is part of the certification sequence of the M.A.T Early Childhood Education Program. Prerequisite(s): EPS500A or ECE510 2 semester hours

ECE 524 - Fundamentals of Public Relations and Grant Writing

This course introduces the fundamentals of promoting and maintaining a positive public image in the community to prospective supporters, donors, and clients. It provides methods for conducting ongoing needs assessment, an overview of potential revenue sources, and effective fundraising strategies. Students will learn to develop short- and long-term fundraising goals as they relate to a program’s mission and philosophy, and will learn components of an effective grant proposal. Included are opportunities for students to gain proficiency in using public relations, grant writing, and technological skills in their respective roles in different educational organizations. Prerequisite(s): None. 3 Semester Hours

ECE 525 - 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, orienting, supervising and evaluating a diverse staff. Students will examine different conceptual models for understanding job satisfaction and the career stages through which practitioners progress and explore various individual and organizational strategies for promoting optimal performance. The use of technology and media in supervision and staff development is also included. Opportunities for students to apply models of supervision and staff development in their respective educational settings are provided. Prerequisite(s): None 3 Semester Hours

ECE 534 - Technology in Child Care Administration I

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. In addition, students will become familiar with the Internet and e-learning, operating systems, word processing,
Presentation graphics, and spreadsheets applications. A discussion on the legal, ethical, and equity issues as they relate to technology will take place as well. Previous experience with computers is not necessary. Prerequisite(s): none 2 semester hours

**ECE 535 - 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 the software packages (e.g., scanners, digital cameras) that complement several of the software packages previously discussed. Prior knowledge of and experience with computers will be required. 2 semester hours

**ECE 536 - 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

**ECE 538 - The Early Childhood Administrator: Individual and Organizational Perspectives**

This course will examine key issues in adult development and job socialization as they relate to the early childhood practitioner within the context of his/her workplace or other professional settings. Lifespan 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, leadership practices, ethics and moral development, role perceptions, crisis and transition, autonomy vs. inclusion, and the changing nature of relationships over the life-span. Prerequisite(s): None 2 Semester Hours

**ECE 540 - Grant Writing and Fundraising for Early Childhood Programs**

This course will examine grantswriting 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. Prerequisite(s): none 1-2 semester hours

**ECE 542 - 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. Prerequisite(s): none 1-2 semester hours

**ECE 544 - Early Childhood Environments: Design and 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. Prerequisite(s): none 1-2 semester hours

**ECE 545 - 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

**ECE 546 - 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

ECE 547 - 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

ECE 548 - 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): None Co-requisite(s): ECE547 1 semester hour

ECE 569 - 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 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

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. Prerequisite(s): ECE 569 Completion of all content coursework as described on the transcript assessment. Completion of individual program of study as determined by initial portfolio review. Application for placement with preclinical review of portfolio. Passing score on Illinois Test of Basic Skills on file at NCE. Passing score on Illinois Subject Area Test for the subsequent certificate on file at NCE. Current TB test. Current Criminal Background Check. 3-6 semester hours

ECE 580 - 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. Prerequisite(s): EPS 500a, MHE 482, RLR 501, ECE 501 (or concurrent registration) 2 Semester Hours

ECE 582G - Workshop/Administration/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. Prerequisite(s): None 1 semester hour

ECE 582I - Early Childhood Education/Workshop/Administration/Leadership Connections

This workshop provides a structured opportunity for participants of the Leadership Connections Director’s Conference to reflect on the knowledge, experience, and insight gained from the conference and to achieve specific competencies required for the Illinois Director Credential. Attendees will have the opportunity to attend a policy forum skill-building clinic, and seminar on focused topics relating to the competency areas addressed in the Illinois Director Credential. During an on-line 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 to 6 semester hours.

ECE 590 - Student Teaching in Early Childhood Education

The internship 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 internship credit. Prerequisite(s): Degree status, completion of methods course work and preclinical hours, and consent of department. 2-5 semester hours

ECE 594 - 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

ECE 598A - Resident Teacher Internship A

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)

ECE 598B - Resident Teacher Internship 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)

EDL - Educational Leadership

EDL 501 - Educational Finance

The educational finance course is a laboratory based experience which focuses on the major concepts, primary language and political realities of the fiscal arena of education including local, state and federal funding, the continuing issues of adequacy, equity, efficiency and reliability (in particular Property Taxes vs General State Aid), formulation of District-Building-Department/Team budgets and the delegation of authority in allocation of fiscal and human resources. Financial forecasting and planning as key elements in attaining fiscal stability are addressed. Case studies, problem illustrations and study of current local and state education financial challenges are among the methodologies utilized. Prerequisite(s): None. 3 Semester Hours

EDL 502 - Educational Law and Governance

The law and governance course presents the legal and legislative bases of public education. The school codes, 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. Prerequisite(s): None. 3 Semester Hours

EDL 504 - School 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. Prerequisite(s): None. 3 semester hours

EDL 506 - Collective Negotiations and Personnel Administration
The Collective Negotiations and Personnel Administration course is a simulation based experience which focuses on both the content and the process of contract bargaining, including the importance of valuing the labor-management relationship, understanding/resolving conflict as a function of expectations, and developing and maintaining mutual integrity, trust and support. Further strategies in recruitment and employment of personnel, delegation of authority, and dealing with incompetent and ineffective staff are addressed. Prerequisite(s): None. 3 Semester Hours

EDL 510 - Leadership and Organizational Development of Schools
This course provides 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, and 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 15 hours of clinical internship work outside of class. Prerequisite(s): None; 3 Semester Hours

EDL 512 - 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. Communication strategies are suggested to enhance the effectiveness of the school leader at specific organizational, group and individual levels. Students will explore aspects of technology that enhance school leadership communications. Prerequisite(s): None; 3 semester hours

EDL 520 - Leading Diverse Schools
This course focuses on the cultural, ethnic, and socio-economic contexts of schools and school communities. Through course readings and activities, leadership candidates will have opportunities to develop critical thinking toward diversity. Emphasis will be placed on developing leadership skills and dispositions that result in the candidate’s capacity to promote inclusive practices. In particular, candidates will understand how their actions impact perceptions about inclusiveness within such realms as race, class, gender, sexuality, disability, religion, culture, and language. Prerequisite(s): Admission to the M.Ed./Ed.S Administration and Supervision Program. 2 semester hours

EDL 521 - Building School Community Leadership
This course provides leadership candidates with a foundational understanding of community dynamics in order to mobilize efforts and resources to improve student learning. Emphasis is placed on identifying community outreach opportunities, strategic partnerships, and vital relationships. How to plan, organize and evaluate school community initiatives will be explored. Candidates will learn to utilize diverse sources of data to analyze community context. Other topics include mobility, community schools, local employment, inter-organizational networking, and inter-cultural communication. Prerequisite(s): Admission to the M.Ed. or Ed.S Administration and Supervision. 2 semester hours

EDL 522 - Leading Student-Centered Schools
This course provides an opportunity for candidates to explore what it means to lead student-centered schools. Student-centered schools are characterized by a culture of learning, personal accountability, self-discipline, and safety. This course will look at the school leader’s role in creating and sustaining this type culture by integrating building management and program supervision skills with knowledge of student-centered classrooms, child and adolescent development, literacy and numeracy foundations, student motivation and discipline strategies, social emotional learning, environmental and emotional safety character development programs, and relationship building. Issues of safety will be addressed including disaster planning and bullying as well as cyber-bullying. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision Program. Co-requisite(s): none. 2 semester hours
EDL 523 - Navigating School and Special Education Law

School leaders must be able to quickly assess a situation and respond in a reasonable and prudent manner to maintain fairness and avoid liabilities. This course enables leadership candidates to understand the fundamentals of school law, and in particular, special education law, to ensure that laws are upheld and applied fairly and equitably with the goal of enhancing school climate. Particular attention will be given to application of Response to Intervention and student learning in the least restrictive environments. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision Program. 2 semester hours

EDL 524 - Negotiating and Resolving Conflicts in Education Communities

This course introduces the candidate to the role the school leader plays in the larger political, social, cultural, and economic contexts of their school and community and what they face unifying multiple interest groups towards a common vision of equitable schooling. Candidates will explore leadership skills and dispositions needed to promote cooperative interaction among stakeholders and to resolve conflicts of varying degrees. Emphasis will be placed on the importance of developing clear and purposeful communication strategies, negotiation, and mediation skills. Interest-based bargaining will be taught utilizing simulation-based experiences. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration Supervision Program. 2 semester hours

EDL 525 - Decision-Making for Educational Systems and Organizations

This course enables leadership candidates to develop decision-making and problem-solving capabilities to mobilize schools with a common vision. Within the context of systems theory applied in educational settings, as well as current educational policy, candidates will analyze organizational situations using leadership frames, social network and decision-making theories. As developing leaders, candidates will build capacities to empower leadership teams and teacher decision-making. Most importantly, candidates will make sense of how current policies impact educational change and how good leadership funnels those efforts into positive school culture and productive school improvement. Alternative models of school organization, including charters, will be explored. Prerequisite(s): Admission to the M.Ed or Ed.S. Administration and Supervision Program. 2 semester hours

EDL 526 - Realizing Vision through Technical, Human, and Financial Resources

This course prompts leadership candidates to develop plans and strategies for using educational resources to promote student achievement. Students will examine theories of effective resource allocation as well as case studies presenting decisions and tradeoffs involving the key resources such as budgets, staff, time, and technology. They will create a major resource re-allocation project, making leadership choices about resources while providing decision rationales, aligning resources with school improvement plans, and resolving resource conflicts. Course topics also include resource adequacy, equity, efficiency, reliability, as well as quality staff recruitment, selection, support, and retention. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision Program. 2 semester hours

EDL 527 - Guaranteeing a Differentiated and Coherent Curriculum

Leadership candidates will become familiar with a variety of curriculum development strategies, curriculum integration, differentiation, curriculum monitoring and assessment. Candidates will learn leadership skills required to offer a culturally responsive and differentiated curriculum used to advance student achievement, supporting all students including English language learners, gifted and special needs students. Response to Intervention will be examined as a systematic model for problem-solving in academic and behavioral areas. Leadership for instructional technology will also be explored. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision Program. 2 semester hours

EDL 528 - Maintaining Accountability with Data Use and Program Evaluation

Candidates will develop competencies in data interpretation, data-driven decision-making, and data presentation to improve student achievement. They will also examine and compare tools for analyzing student performance data and for collaborating with teachers on creating data-driven approaches to improve instruction and student achievement. Formative and summative assessment will be studied from a leadership and administrative perspective as well as strategies for conducting program evaluations. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision Program. 2 semester hours

EDL 529 - Improving Instruction through Teacher Evaluation and Professional Development

As instructional leaders, candidates will promote teacher efficacy and implement comprehensive professional growth plans for all staff focused on student learning. State-specific models of teacher
evaluation will be explored, as well as current conceptions of adult learning and professional development. Particular attention will be given to collaborative models of interpreting and improving instruction. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision Program. 2 semester hours

EDL 546 - Perspective and Administration of Policy
This course focuses on the conceptualization, adoption, implementation, and assessment of educational policy. The historical, political, legal, social, and community context is analyzed. The various roles and responsibilities for the people involved in the policy process are discussed and clarified. Prerequisites: none 3 semester hours

EDL 551 - Professional Development
The manner in which schools are organized for optimal efficiency and effectiveness is a primary concern of those in positions of leadership. Improvement strategies may be utilized to "turn around" low performing schools. The establishment and measurement of individual goals and organizational objectives should promote growth within and among the school system. Schools as "learning communities" are characterized by professional discussion. Prerequisites: None; 3 Semester Hours

EDL 552 - 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. Systematic 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 body of knowledge focused on cognitive development, leadership styles, assessment processes, research data collection and analysis, resource allocation and collaborative decision making focused on instructional leadership and facilitation. This course involves a self directed curriculum analysis project as group deliberation on whether and how various proposals might be included in curriculum plans for a school or district. Prerequisites: None; 3 Semester Hours

EDL 553 - Supervising Instruction
In this course the student learns and demonstrates the collaborative clinical supervision and evaluation processes. The skills needed for effective supervision that result in professional development are learned and practiced, including joint planning, observation, data collection, analysis of teaching strategies and feedback. Prerequisites: None; 3 Semester Hours

EDL 554 - Academic System Improvement
Academic improvement is based on a philosophy of continual improvement. The philosophy requires an understanding of academic systems, respecting collaborative relationships, creating a common purpose, gathering and assessing data, and continually improving learning opportunities for everyone. Academic improvement, communication, curriculum, instruction and assessment systems are analyzed and integrated to create an understanding of implementing systems for learning and professional growth. Prerequisites: None; 3 Semester Hours

EDL 561 - Foundations and History of Teacher Unions and Educational Labor
This course will orient students to the past, present, and future of educational labor unions and labor movements. Candidates will study the history and context of educational labor to see (a) how and why unions have been viewed as advocates or inhibitors of educational reform and (b) how and why unions have attempted to re-make themselves as institutions that promote educational innovation. Students will be introduced to the theories and strategies of progressive unions. They will study their own unions to determine the extent to which they have the capacity to move toward progressive unionism in order to transform schools. Prerequisites: Enrollment in the M.Ed./C.A.S. program in Progressive Leadership for Labor in Education or consent of department. 5 semester hours

EDL 562 - Leadership in Labor and Education
The course will focus on leadership theories that guide organizational development and reform in education, business, and non-profit sectors. Students will begin by examining their personal leadership goals and determine on various scales their own strengths and weaknesses as leaders. They will then explore traditional and contemporary leadership theories and apply those to a vision for their local unions. Utilizing various analytic tools and leadership strategies, students will learn how to mobilize people within their unions. Prerequisite(s): Enrollment in the Progressive Leadership for Labor in Education Program or consent of department. 5 semester hours

EDL 563 - Systems for Labor and Education Reform
The purpose of the course is to ground labor leadership in an understanding of the multiple, often overlapping systems in which teachers' unions are rooted. The course will proceed in three stages. The first will focus on systems theory, focusing on how organizations are situated within cultural and
political systems. The second stage will focus on educational systems in particular. Candidates will study educational policy and current structures of educational governance and organization. The final stage will engage students in the organizational and political context in which labor unions, particularly teachers' unions, are embedded. Prerequisites: Enrollment in the Progressive Leadership for Labor in Education Program or consent of department. 5 semester hours

EDL 564 - Labor Leadership for Improving Teaching and Learning

This course will provide students with a foundation of instructional leadership and instructional improvement strategies. By framing student learning as an essential goal of progressive educational labor unions, this course will begin with the fundamental issues in teaching and learning as currently defined by research on instruction, curriculum, assessment, and human learning. The course will then move toward organizational issues in teaching and learning, including district curriculum administration, student engagement, standards, accountability, and instructional leadership. Candidates will examine how their unions support classroom-based instruction. They will look at theory and practice on how unions can organizationally influence teaching and learning. Prerequisite(s): Enrollment in the Progressive Leadership for Labor in Education Program or consent of department. 5 semester hours

EDL 565 - Labor Leadership in Action

This course serves as a integration of the four strands of the program: progressive unionism, leadership, systems, and teaching/learning. In a workshop format, students refine and evaluate their internship work and reform strategies thus far. Students will also learn additional progressive union strategies through cases of various reformers. Strategies and techniques of mobilization will be highlighted. Prerequisite(s): Enrollment in the Progressive Leadership for Labor in Education Program or consent of department. 5 semester hours

EDL 571 - Internship Seminar II: Resume Building and Professional Writing for Educational Leaders

This course enables leadership candidates to demonstrate competency in case study analysis, to implement competency-based strategies in presenting their leadership identity, to receive feedback regarding progress in leadership development, and to demonstrate use of feedback for performance improvement. Candidates gain skills in competency-based interviewing and written communication. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision Program. 1 semester hour

EDL 572 - Internship Seminar III: Demonstrating School Leadership Competence

This course is the final forum for leadership competency demonstrations and final assessment of leadership candidates in the M.Ed. or Ed.S. Administration and Supervision Program. In it, candidates demonstrate leadership knowledge, skills, and dispositions through a formal interview and capstone case analyses drawing upon all previous courses, as well as applicable national and state leadership standards. Candidates are assessed for their presentation skills, as well as their understanding of all program curriculum, through a formal interview and a video case analysis. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision Program. 2 semester hours

EDL 573 - Educational Leadership Project

Candidates for the M.Ed. in Administration and Supervision complete a capstone project that demonstrates skills and knowledge in building-level, entrepreneurial leadership. Candidates work with faculty to develop a product such as a grant application, a school improvement plan, a technology or curriculum initiative, a public-relations plan, or another project which has practical application. Program faculty will direct candidates to complete projects that assist them in their career aspirations as school leaders. Each product will adhere to standards set forth by the department. Final products titles are listed on candidates' transcripts. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision Program. 1-4 semester hours

EDL 581 - Workshop/Educational Leadership/Leadership Strategies

1-4 semester hours

EDL 582 - Workshop/Educational Leadership/Supervision and Evaluation

1-4 semester hours
EDL 587 - Workshop/Educational Leadership/Policy Implementation
1-4 semester hours

EDL 588 - Workshop/Educational Leadership/Organizational Development
1-4 semester hours

EDL 589 - Workshop/Educational Leadership/Politics and Law
1-4 semester hours

EDL 590A - Clinical Internship/Educational Leadership/Early Childhood
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

EDL 590B - Clinical Internship/Educational Leadership/Middle School
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

EDL 590C - Clinical Internship/Educational Leadership/Secondary
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

EDL 590D - Clinical Internship/Educational Leadership/Exceptional Children
The Educational Leadership Clinical Internship is designed to meet the Florida program requirement for individuals whose training and experience allows them to develop professionally through the application of theory and research to administrative practice. Each student will take a total of six hours focused on either Early Childhood, Middle School. Secondary Education or Exceptional Children in conjunction with EDL501; EDL504; EDL510; EDL512; EDL552 and EDL553. Students will work in cooperating public school systems to test and refine the wide range of personal and professional competencies associated with effective leadership in district level administrative positions. Prerequisite: Admission to Educational Leadership Program. 1-4 semester hours

EDL 590E - Clinical Internship/Educational Leadership/Leadership/Intermediate.

EDL 590F - Clinical Internship/Educational Leadership/Practical Experience.

EDL 590G - Clinical Internship/Educational Leadership/Leadership/Early Childhood.

EDL 590H - Clinical Internship/Educational Leadership/Leadership/Secondary.

EDL 591 - Field Study/Educational Leadership
1-4 semester hours

EDL 591A - Field Study/Educational Leadership/Progressive Leadership for Labor in Education
Candidates design and carry out evaluation plans for their personal union reform and mobilization plans. Students learn methods and philosophies of evaluation and data-use and apply them to various performance and perception areas. Prerequisite(s): Enrollment in the Progressive Leadership for Labor in Education Program. 2-4 semester hours

EDL 592 - Internship: Progressive Leadership for Labor Education
The internship enables candidates to integrate theory, practice, and professional growth through on-site interaction with the local union, as well as regional, state, and national union levels. Internships are guided by strategies and frameworks introduced in each of the program courses, however, students will focus their work on specific goals they identify for their unions. Prerequisite(s): Enrollment in the Progressive Leadership for Labor in Education Program. 2-6 semester hours
EDL 593 - Seminar in Educational Leadership
An advanced seminar dealing with current issues in administrating and supervising schools K-12. 2 semester hours

EDL 594 - 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

EDL 595 - Special Topics in Educational Leadership
This course exists to provide an opportunity for school leaders to promote individual and administrative team development, the mentoring of recently appointed school leaders, and professional networking to offer support to those serving in leadership roles in schools and school districts nation-wide. Prerequisite(s): none 1-4 semester hours

EDL 598 - Administration and Supervision Internship
The Administration and Supervision Internship requires candidates to engage in authentic leadership at the school building level. The internship requires candidates to apply theoretical and empirical knowledge to solve practical administrative problems and to transform learning environments. In consultation with the clinical supervisor and a site sponsor, the candidate will engage in an extensive internship that involves practice and competency in all ISLLC 2008, Wisconsin Administrator, and Florida Principal Leadership Standards. Prerequisite(s): Admission to the M.Ed. or Ed.S. in Supervision and Administration. 1-6 semester hours

EDL 601 - School Financial Management
In this course students will consider the social, economic, and political considerations related to financing public schools. Adequacy and equity provide the lens for analysis and critique of existing policies and practices. Students will learn about effective practices for decision-making and resource allocation that support improved student achievement. The changing landscape of federal, state, and local funding, new forms of teacher compensation, strategic management of human capital, charter schools, partnerships, and fund-raising are also considered. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

EDL 602 - Leadership and Management Strategies
This course is designed to assist leaders in the management of change and deals with the developing strategies of implementing change. The theories and strategies discussed center on the individual, group, and organization. Each student is made aware that successful organizational change depends on effective diagnosis of subsystems within the organization, the organization’s culture, and environmental forces. Strategies for team building, improving decision making in the system, and changing the culture of the organization are examined as a result of the diagnosis. 3 semester hours

EDL 603 - 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

EDL 604 - Administrative Issues for Pluralistic Schools
In this course students will extend their cultural proficiency to lead pluralistic schools. Coursework requires students to engage in self-assessment, reflection, and goal-setting around their cultural proficiency. Students will also analyze diversity within the school setting, examine school structures that promote or hinder equitable educational practice, and evaluate policy, curriculum, and instruction from a cultural proficiency lens. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

EDL 605 - Leading Change
In this course students will be introduced to a systems approach to design, implement, and support transformational change required for improved teaching and learning. Students will examine the conditions, competencies, culture, and context that affect organizational change as well as critical skills required to lead a change initiative. Students will also identify the barriers to change and strategies to build capacity, develop high functioning teams, improve decision making, and assess progress to sustain change initiatives. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

EDL 606 - Principles and Fundamentals of School Leadership
In this course students are introduced to leadership theories, principles, and styles. Students explore how leaders work to establish climate, conditions, and culture that foster both adult and student learning. Building professional learning communities, cultivating relationships, and establishing trust among internal and external stakeholders will be addressed. Communication and advocacy skills for the school leader, capacity building, and sustaining organizational initiatives will also be examined. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

EDL 608 - Community Engagement
In this course students will focus on community engagement through the exploration and analysis of school/educational policy in community settings. Power structures, social and political contexts, cultural and demographic changes, and principles of social justice are examined as they affect school and community relations. Students will explore principles of community development such as autonomy, self-determination, and the integration of community resources. Students will also examine multicultural understanding, group dynamics, community organizing, interagency cooperation, financial resources, and evaluation. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

EDL 610 - Entry Portfolio Development for Superintendent Endorsement
This course is required for candidates in the Subsequent Certification (Superintendent Endorsement) program who hold doctoral degrees in Educational Leadership, Educational Administration, or Educational Policy but who did not earn recognized endorsements for the superintendency within those doctoral programs. Candidates register for a total of 9 semester hours to fulfill the portfolio documenting knowledge, skills, and dispositions mandated by national standards. Prerequisite(s): Candidates must hold a Type 75 endorsement in Illinois or a Type 51 License in Wisconsin. Candidates must be admitted to either the Educational Leadership Ed.D. or Subsequent Certification (Superintendent Endorsement) program. 1-9 semester hours (may be repeated up to 9 semester hours)

EDL 620 - School Leadership: Policy and Politics
This course focuses on federal and national trends in education policy. An examination and analysis of the way these trends influence policy and political action at the school district level are addressed by focusing on governance structures, politics, and the influence of interest groups. Candidates will analyze cases while developing a working knowledge of educational politics and policy. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

EDL 622 - Curriculum Planning, Organization, and Evaluation
In this course students are introduced to models and processes for curriculum planning, organization, and evaluation through a district leadership perspective. Traditional and contemporary curriculum theories and frameworks are examined as they relate to curriculum issues and problems. Macro and micro levels of curriculum are explored to understand how knowledge is shaped in schools and how curriculum is organized to assist students to meet specific learning goals. Case studies are used to develop a practical working knowledge of contemporary problems and solutions to issues of curriculum, teaching, learning, and assessment. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

EDL 624 - Professional Development and School Change
This course focuses on school change in the contexts of teacher learning and organizational culture. School improvement, teacher learning, and vision are linked by a focus on teaching as the core technology of schools. School culture, teacher professionalism, teacher knowledge, and instructional leadership are examined for the purpose of building instructional capacity and teacher professionalism within the organization. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

EDL 626 - Instructional Leadership
In this course students will examine theoretical and practical knowledge necessary for a school leader to guide curriculum, instruction, and assessment at the district level. Identification and exploration of assumptions, principles, and concepts of learning theories, strategies, and assessments to foster an inclusive learning community will be emphasized. The use of technology to inform and enhance instruction will also be examined. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

EDL 628 - Organizational Inquiry
This course focuses on how well a school district is functioning as an organization. Students combine sociological analysis of organizational roles, structures, and dynamics with practitioner research methods to better understand and assess their school district’s organizational conditions, context, culture, and competencies. With the goal of uncovering and building organizational capacity from within, qualitative and quantitative research methods are applied to various organizational structures and operating systems that impact power distribution, information flow, collegiality, school climate, and leadership development. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

EDL 630 - Understanding and Using Educational Research

In this course students analyze and critique theories, paradigms, and methods of practitioner-focused research that impact district educational policy and decision-making. This includes evaluation, experimental, and various forms of both quantitative and qualitative research. Students also study research that informs and influences product development (e.g., achievement tests, software, textbooks, training programs), policy decisions, and evaluation techniques utilized in the field by principals, superintendents, and state-level educational administrators. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

EDL 632 - Understanding and Using Educational Research

In this course students study the methodologies, assumptions, and the techniques for various types of data collection and analysis used by educational leaders. The course begins with an overview of student data as a form of organizational performance (e.g., test scores, graduate rates, attendance, etc.) then moves to the broader issues of evaluation, experimentation, quantitative analysis, and interpretivist analyses. The course ends with a review of current research and trends in data-driven decision making. Throughout the course students analyze cases to develop a practitioner’s knowledge of research, evaluation, and data use for school improvement. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

EDL 690 - Educational Leadership Internship

The Ed.D. Internship in Educational Leadership provides interns with the opportunity to apply theoretical and empirical knowledge to solve practical administrative problems. Under the direction of an advising professor and a cooperating superintendent (or other district administrator with a superintendent endorsement), the intern will assume district-level leadership work in areas such as planning, finance, community and board relations, policy development, and curriculum and instruction. A minimum of 800 hours of work is required over two to three years. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. Co-requisite(s): None. 12 semester hours

EDL 693 - Educational Leadership Seminar

The intern seminar provides an opportunity for administrative interns to integrate practical experience with theoretical models addressed in the program course work. Students will meet with the seminar professor weekly 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. 1-4 semester hours, variable credit per quarter.

ELE - Elementary Education

ELE 210 - 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 education in the United States. A special topic option allows students to pursue topics related to their area of interest within the education spectrum. Prerequisite(s): None. Co-requisite(s): None. 3 quarter hours

ELE 300 - Elementary Education: Practicum I Seminar/Field Experience

Practicum I is an 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, 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 is an integral component of the professional sequence and admission to the National College of Education is required. Prerequisite(s): Admission to NLU. 4 quarter hours

ELE 345 - Methods of Teaching Arts Education
The 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. Prerequisite(s): LAA110 or equivalent; LAU110 or equivalent; Admission to National Louis University. 3 quarter hours

ELE 347 - Methods of Teaching Health and Physical Education

The 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. The course will orient candidates to the interrelationships and connections between health and physical education. Prerequisite(s): Admission to National College of Education 3 quarter hours

ELE 410 - 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. Co-requisite: Two methods courses. 3 quarter hours

ELE 415 - 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 course work 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. Co-requisite(s): ELE410 Practicum II seminar. 2 quarter hours

ELE 420 - Elementary Education: Practicum III

An advanced course that continues to integrate educational theory and understanding with field experience and methods courses; Practicum III and Student Teaching are linked experiences. 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, and continue to refine these concepts in Student Teaching. Prerequisite(s): Admission to National College of Education; a grade of "C" or better in ELE410, ELE415, and the two methods courses taken concurrently with Practicum II. Co-requisite(s): Practicum III Field experience. Two Methods courses. 3 quarter hours

ELE 425 - Elementary Education Practicum III: Field Experience

An advanced course integrating knowledge from ELE420 and methods courses, the Practicum III field experience is the second in 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. Practicum III Field Experience is linked to the Student teaching experience. Prerequisite(s): Admission to National College of Education; A grade of "C" or better in ELE410, ELE415, and the two methods courses taken concurrently with Practicum II. Co-requisite(s): Practicum III Seminar, Two methods courses. 2 quarter hours

ELE 444 - Classroom Management

This course is designed to explore current practices in classroom management. Various aspects affecting student behavior will be considered, such as cultural and family background, classroom standards of behavior, classroom environment, instructional organization, school policies, the rights and responsibilities of students, parents and teachers and approaches to classroom management. Prerequisite: Admission to National College of Education. 5 quarter hours

ELE 470 - 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, completion of a web-based professional portfolio, and additional opportunities to bridge theory and practice. Candidates advance their understanding of school environments that support learning and collegial relationships in the school. Prerequisite(s): ELE410, ELE415, ELE420, and ELE425, and all four methods courses. Passing score on State of Illinois Content Area Test for Elementary and Middle Level [110]. 12 quarter hours

ELE 483 - Workshop/Elementary Education/Contemporary Issues
1-6 semester hours

ELE 492 - Workshop/Educational Methods
1-6 semester hours

ELE 494 - Independent Study/Elementary Education
1-6 semester hours

ELE 495 - Selected Topics in Elementary Education
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. 1 to 6 quarter hours.

ELE 500 - Elementary Education Practicum I: Seminar and Field Experience
The course orients candidates to the profession 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. This course introduces elementary education teacher candidates to the roles and responsibilities of teachers 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

ELE 510 - 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 a university seminar 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 Student Teaching. Prerequisite(s): ELE500, EPS511, FND510, SPE500, and two of the following: CIS480B, MHE480B, RLL538, RLL539, SCE480B, ELE545/ELE547. 3 semester hours

ELE 527 - Politics and Policy of Urban Education and Data Management
This course is designed to introduce practicing teachers to educational policy debates, with particular focus on the major issues and challenges facing teachers in urban school settings. This course examines data-driven decision making, turnaround and networked models of reform, looking at theories of change implementation challenges, and the realities of current urban turnaround school teachers. The course is designed to encompass a macro view of school policy and reform while considering micro questions, evidence, and supports, with an eye towards how to move current teacher–ideas into action and proof of change using identifiable and reproducible education data metrics. Prerequisite(s): Admission to Urban Teaching Program or Permission of Instructor Co-requisite(s): None 3 semester hours

ELE 540 - 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. Students complete a minimum of 43 hours of preclinical experiences while enrolled in this class. Prerequisites: Admitted M.A.T. students only. 4 semester hours

ELE 545 - Methods for 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 general education requirement of 2 sh in the arts. Co-requisite(s): None. 1 semester hour

**ELE 547 - Methods for 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, Co-requisite(s): None. 1 semester hour

**ELE 569 - 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 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

**ELE 575 - 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. Prerequisite(s): ELE569. Completion of all content coursework as described on the transcript assessment. Completion of individual program of study as determined by initial portfolio review. Application for placement with preclinical review of portfolio. Passing score on Illinois Test of Basic Skills on file at NCE, Passing score on Illinois Subject Area Test for the subsequent certificate on file at NCE. Current TB test. Current Criminal Background Check. 3-6 semester hours

**ELE 583 - Workshop/Contemporary Issues**

1-4 semester hours

**ELE 583E - Workshop/Elementary Education/Contemporary Issues/Wisconsin Indian Issues in Education**

This workshop is designed for students seeking initial licensure in Wisconsin to meet Wisconsin Department of Public Instruction requirements. It includes the history, culture, customs, and tribal sovereignty of the federally recognized American Indian tribes and bands located in Wisconsin. Prerequisite: a methods class or consent of instructor. 1 semester hour

**ELE 583F - Workshop/Elementary Education/Contemporary Issues/Environmental Education in the Classroom**

This workshop 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

**ELE 585 - Workshop/Instructional Practices**

1-4 semester hours

**ELE 587 - Resident Teacher Practicum Elementary Education**

Resident Teacher Practicum is a course of directed observation and participation in an elementary education setting aimed at providing a variety of in-depth experiences prior to student teaching. The course integrates field-based experiences with on-site seminars for preservice teacher candidates who are working full-time as teacher assistants in a K-8 classroom. During the course, students (residents) complete a minimum of 30 preclinical observation hours in elementary classrooms in at least two different CPS schools other than their assigned training site. These hours are arranged by the Academy for Urban School Leadership. Prerequisite(s): Admission to the MAT Elementary Education program at NLU. Acceptance in the full-time resident program as a teacher assistant at AUSL 1-2 semester hours. (May be repeated once up to 3 semester hours).

**ELE 590 - 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, RLL538, RLL539, MHE480B, SCE480B, ELE545, ELE547 6 semester hours

ELE 592 - 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, their students, and their community. Each intern is mentored by an experienced university supervisor. The internship begins only during the Fall Quarter and seminar meets once a month. Seminar is taken for 3SH per quarter for three consecutive quarters. A grade of X is posted the first two quarters; a single grade is submitted at the end of the third quarter. Prerequisite(s): Admission to the CPS/NLU partnership; Concurrent enrollment in NLU coursework; Position as the full-time teacher of record in an elementary [K-8] classroom in Chicago Public Schools 3 semester hours each for 3 consecutive terms (total 9SH)

ELE 593 - Elementary Education: Alternative Route to Certification Internship

This seminar provides the Alternative Route to Certification interns the 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 3 semester hours per quarter for 3 consecutive quarters. A grade of X is posted the first two quarters; 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. 3 semester hours per term for three consecutive terms (total 9SH)

ELE 594 - Independent Study/Elementary Education

1-4 semester hours

ELE 595 - Special Topics/Elementary Education

1-4 semester hours

ELE 597 - Resident Student Teaching Elementary Education

A 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: Admission to the MAT program in Elementary Education. Successful completion of ELE Resident Teacher Practicum (ELE587) in Elementary Education. Pass the Illinois Elementary Education State Content Test #110. May be repeated once for a maximum of 6 semester hours. 3 semester hours

ENNL - English as a New Language

ENNL 203 - 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 This developmental course can only be used for elective credit. Total degree credit for developmental courses is limited to 5 quarter hours. Distribution: Developmental Course.

ENNL 300 - ESL Writing for the Academic Audience

This course, designed for advanced non-native speakers of English, focuses on writing for the academic audience. Students become active participants in the writing process as they develop skills in assessing their own and others’ work. Coursework includes review of advanced grammar, building of sentence-level fluency, and analysis and articulation of complex ideas in English. Counts in the Humanities Area of General Education Requirements. Not open to native speakers of English. Prerequisite(s): Placement or consent of department. 5 quarter hours
ENNL 305 - Language for Community Involvement for Advanced ESL Students

This course provides students whose first language is other than English with advanced, structured practice in speaking, listening, reading, and writing as they engage in multiple community projects designed according to their individual major fields of study and linked to business, academic, service, and cultural entities. Counts in the Humanities Area of General Education Requirements. Not open to native speakers of English. Prerequisite(s): Assessment by department to ascertain English language proficiency appropriate for the course. 5 quarter hours

Distribution: GenEd-Humanities.

ENNL 403 - ESL Reading and Writing for Graduate Students

This course is designed for graduate students whose first language is other than English. Students engage in intensive reading, writing and grammar practice. Coursework includes the examination and use of various modes of exposition and critical examination of students' own and others' writing. Students learn proofreading and revision skills and explore formats and styles involved in writing research papers. Not open to native speakers of English. Prerequisite(s): Graduate status and placement. 3 semester hours

ENNL 490 - Independent Study

In this course of independent study, students develop a project related to the acquisition of English as a second language with faculty approval. Counts in the Humanities Area of General Education Requirements on a case-by-case basis. May be repeated up to two times. The combined total quarter hours of ENNL490 and ENNL495 cannot exceed 10. Prerequisite(s): consent of the department 2-5 quarter hours or 1-3 semester hours

ENNL 495 - Special Topics

In this course, students and faculty select topics of special interest in the acquisition of English as a second language at the advanced level. More than one registration is permitted since topics vary each term. May be repeated up to two times. The combined total quarter hours of ENNL490 and ENNL495 cannot exceed 10. Counts in the Humanities Area of General Education Requirements on a case-by-case basis. Prerequisite(s): consent of the department; not open to native speakers of English. 2-5 quarter hours OR 1-3 semester hours

EPD - Educational Psychology, Doctorate

EPD 654 - Multi-tiered Support in Mental Health

This course explores systems and methods of integrating multi-tiered support services including social, emotional, and behavioral evidence based interventions (EBI) to support learning in schools. Focusing on integrating academic and social-emotional service delivery within levels or tiers, the course highlights the role of leadership in building systemic change through team collaboration and use of empirically-based practices in a school-wide Response to Intervention (RtI). Topics of study include direct and indirect mental health services for children, families, and schools to promote learning, prevent and respond to problems, and cultivate family-school collaborative services. The course also addresses systemic challenges of diversity including cultural, ethnic, linguistic, gender, and socio-economic factors. Prerequisite(s): Entrance to the School and Educational Psychology Doctoral Program. 3 semester hours

EPD 658 - 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

EPD 659 - Multi-tiered Support in Mental Health

This course explores systems and methods of integrating multi-tiered support services including social, emotional, and behavioral evidence based interventions (EBI) to support learning in schools. Focusing on integrating academic and social-emotional service delivery within levels or tiers, the course highlights the role of leadership in building systemic change through team collaboration and use of empirically-based practices in a school-wide Response to Intervention (RtI). Topics of study include direct and indirect mental health services for children, families, and schools to promote learning, prevent and respond to problems, and cultivate family-school collaborative services. The course also addresses systemic challenges of diversity including cultural, ethnic, linguistic, gender, and socio-economic factors. Prerequisite(s): Entrance to the School and Educational Psychology Doctoral Program. 3 semester hours

EPD 655 - Studies in Family-School Partnerships and Relationship-Building

This course examines interactive dynamics of families and schools that lead to the construction of collaborative family/school partnerships. These family/school partnerships are designed to enhance learners' cognitive and social-emotional growth and learning and to promote mutual family/school involvement in the process of quality schooling for children. The influence of diverse family and school characteristics, resources, beliefs, attitudes, and values will be examined for their contributions to building collaborative home/school relationships. Evidence-based theoretical and research approaches will be explored and applied to the process of building meaningful family/school collaborations. Prerequisite(s): Doctoral standing or permission of instructor. 3 seminar hours
EPD 660 - 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

EPD 667 - Advanced Studies in Cognition: Learning through Design-Based Research in Schools

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. Students 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

EPD 668 - 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

EPD 669 - 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

EPD 690A - Independent Study/Educational Psychology

Prerequisite: Consent of instructor. 1-6 semester hours

EPD 690B - Doctoral Internship/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

EPD 692 - 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,
Emphasis is placed on the physical, neurological, development from birth through eight years old. birth through adolescence, with a special focus on This course introduces human development from Development with a Focus on Early Childhoo

EPS 500A - 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

EPS 503 - Neuropsychology of Behavior and Learning

This course introduces students to the basic structures, functions, and physiology of the central nervous system as they relate to human learning and development generally, and childhood and adolescence specifically. Through a problem-solving format, students examine those brain functional systems thought to underlie specific learning, behavioral, and emotional challenges frequently encountered in diverse school and classroom contexts. Students integrate a neuroscience framework with cultural, genetic, cognitive, and social perspectives. The impact and limitations of neuroimaging and other research modalities on academic and cognitive processes in considered. Students apply their knowledge through a critical overview of neuropsychological assessment tools and practices. 15 hours of field experience are required. Prerequisite(s): A human development course. 3 semester hours

EPS 507 - Developmental Psychopathology

This course examines psychopathology in childhood and adolescence as it impacts cognitive and social-emotional functioning in school and family contexts. Candidates will critically examine evidence-based knowledge about etiology, essential features, and effective prevention and intervention strategies for psychopathologies from an integrated diversity, genetic, neurophysiological, psychogenic, and social perspective. Medical, psychosocial, and response to intervention models of prevention and intervention will be addressed. Prerequisite(s): EPS511 or admission to the School Psychology program. 3 semester hours

EPS 509 - 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

**EPS 511 - Human Learning and Development in Instructional Contexts**

Candidates learn theory and research about human development related to teaching and learning in diverse educational settings. Developmental issues and processes of different-aged learners across different domains (e.g. neurological, cognitive, linguistic, and social-emotional) are examined. Candidates explore the relationship between these processes and acquisition of student academic and social-emotional competence, including use of highly-leveraged practices and habits of mind that promote ongoing learning and mental health in schools. Prerequisite(s): None. Co-requisite(s): None. 1-3 semester hours

**EPS 512 - Culturally Responsive Classroom Environment**

Candidates learn how to build and sustain classroom communities that foster rapport, learning, and motivation for all learners. By applying principles of culturally responsive pedagogy and motivation, candidates will examine how school and classroom environments support and/or inhibit learning, motivation, and a sense of membership. Candidates will also identify, evaluate, and implement classroom and school-community based practices as they design a comprehensive plan to develop a culturally responsive classroom environment. Prerequisite(s): Consent of instructor, Graduate level status in National College of Education and admittance into Masters of Urban Teaching program. 2 semester hours

**EPS 513 - Frameworks for Data Driven Instruction**

In this course candidates learn to interpret and apply various data-driven instruction frameworks used in school settings. Some frameworks include the use of national assessment data, state assessment data, various individual school level data available to teachers, and classroom assessment data. Candidates also design their own framework for data informed instruction. Focus is on advanced studies in data-based decision making. Candidates research, display, and practice classroom data analysis in the areas of curriculum design, academic intervention, behavior intervention, attendance intervention, and student achievement. Prerequisite(s): Admission to MED program or permission of instructor. 1-3 semester hours

**EPS 517 - Theory and Research in Social Psychology and Personality**

The purpose of this course is to provide students with a foundation in personality and social psychology. Students review major principles and research regarding the individual in a culturally diverse society. Broad topic areas include personality theory, social interaction and communication, group process, and community relations. Students also explore applications of this work to current issues in education. Prerequisites: EPS500 or equivalent. 3 semester hours

**EPS 520 - Theories and Practice 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

**EPS 523 - Organizational Theory and Group Dynamics and Leadership Applications**

Using Systems Theory as an integrating paradigm, this course is designed to deepen students’ awareness of how they affect and are 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. Topics include an analysis of leadership style, cross-cultural communication, and an assessment of organizational climate in the context of early childhood programs. Opportunities are provided for students to apply the concepts of organizational theory, group dynamics, and models of leadership in their respective educational settings. Prerequisite(s): None 3 Semester Hours
EPS 530 - Educational Assessment for Problem Solving

Students will learn an ecological assessment approach designed to prevent and remediate learning problems in a multi-tiered problem-solving model. Building on a foundation of measurement basics, students will learn interviewing regarding instruction, observing student-teacher instructional interactions, and basics of Curriculum-Based Measurement (CBM) for purposes of universal screening and progress monitoring. School Psychology students must take this course concurrently with EPS563A School Psychology Practicum I. Prerequisite(s): Admission to the Ed.S. or Ed.D. School Psychology Program; ESR502, EPS540 or equivalent. 2 semester hours

EPS 531 - Assessment of Personality I

This course is an introduction to personality assessment for school psychology students. Students integrate theory and practice as they draw upon personality and developmental to learn personality and social/emotional assessment tools and practices commonly used by practitioners in schools. This includes administration, scoring, and interpretation of objective and projective tests. Students will learn to write reports based upon this assessment data. An emphasis is placed upon interpreting assessment tools in light of cultural and ethnic considerations. Prerequisites: EPS 500B; EPS 530; EPS 517; or consent of instructor. 3 Semester Hours.

EPS 532 - Cognitive Assessment

Candidates examine different models and methods of assessing cognitive abilities in children and adolescents. Emphasis is placed upon practicing the administration and scoring procedures of measures commonly used to assess individual cognitive ability and processing in educational settings. Candidates develop an understanding of the questions these measures address and the integration of these measures with other tools. Candidates 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

EPS 535 - Working with Families and Children

School psychology students will engage in readings, discussion, and observations of evidence-based interventions for working with families in schools and within the community. Students will learn and gain experience in observing families, interviewing parents, and obtaining strategies for conducting parenting programs. Coursework will be distributed over the NLU academic year. Emphasis is placed on integrating theory and concepts from a developmental perspective of social, emotional, behavioral, cognitive, and academic domains into effective family programs. Issues of working with families of diverse cultural, linguistic, and socioeconomic status are explored. Prerequisite(s): Admittance into the School Psychology Program. 1-3 semester hours (May be repeated twice up to 3SH)

EPS 536 - 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

EPS 539 - Foundations of Behavioral Support

The course emphasizes a multi-tiered service delivery model for social emotional learning and data-based decision making. Students will learn foundational cognitive and behavioral principles that affect teaching and learning in the tiered school environment with an emphasis on data collection for problem identification and developing behavior intervention plans. Students will conduct functional behavioral assessments, employing both interviewing and observational skills. Based on the assembled information and team problem solving process, students will design and implement a behavior support plan. Students in the School Psychology Program must take this course concurrently with EPS562C. Prerequisite(s): EPS500, EPS541 or the equivalent. Co-requisite(s): EPS562C. 2 semester hours

EPS 540 - Introduction to School Psychology Practice

This course provides an overview of school psychology practice, with an emphasis on the contemporary role as a contributor to a school community’s implementation of evidence-based practices to improve achievement and social-emotional outcomes for all students. A course keystone is the identification of discrepancies between ideal, equitable practices and actual school practices with respect to desirable social outcomes. Students take this course concurrently with EPS563B School Psychology Practicum I to enable integration of concepts and actual school practices. Prerequisite(s): Admission to the Ed.S. or Ed.D. School Psychology Program. Co-requisite(s): EPS563B. 2 semester hours

EPS 541 - Cognition and Instruction
In this course candidates deepen and extend their teaching practice through an examination of contemporary research on student cognition and learning in domains central to their practice. The focus is on how students acquire knowledge and skill within academic disciplines and the nature of the learning environment that supports their academic growth. Course materials emphasize metacognitive learning and the role representational tools such as concept mapping can play in the learning process. Emphasis is also placed upon assessments for learning and their potential to foster self-directed learning. Prerequisite(s): EPS500; Human Development Course and/or Introductory Educational Psychology course; or consent of instructor. Co-requisite(s): none. 1-2 semester hours

**EPS 543 - Social and Emotional Learning in the Schools: School-Wide Intervention**

This is the first of a two-course series in mental health prevention and intervention in the schools. The course is designed to examine the need for social and emotional learning (SEL) in the school-wide environment and implement empirically-based SEL skills within the whole school and classroom climates. The course is sensitive to diverse cultural and economic environments promoting early promotion and school-wide mastery of SEL skills. There is a field experience connected with this course. Prerequisite(s): EPS500. 3 semester hours

**EPS 544 - Social and Emotional Learning in the Schools: Individual and Group Interventions**

This is the second of a two-course series in mental health prevention and intervention in the schools with a focus on social and emotional learning in the school environment. The course is designed to examine the need for social and emotional learning (SEL) in the school-wide environment and implement empirically-based SEL skills within the whole school and classroom climates. This course yields a specific focus on the use of empirically validated SEL interventions with tier two students within a small group and/or individual intervention focus. The course focuses on the use of group and individual consultation with individual and/or groups of both teachers and parents with a focus on coaching, modeling and teaching SEL skills. The course is sensitive to diverse cultural and economic environments promoting early promotion and school-wide mastery of SEL skills. There is a field experience connected with this course. Prerequisite(s): EPS500; EPS543. 3 semester hours

**EPS 545 - Cognition and Instruction and Curriculum (for School Psychology Majors)**

Students examine contemporary research on cognition, learning, and academic achievement relevant to planning and problem solving student learning needs in diverse school and classroom contexts. Discussion focuses on research based learning principles that help to inform the design of effective learning environments. Special attention is devoted to cognitive, metacognitive, motivational, social, developmental, and individual difference dimensions of learning. Students analyze the relationship between research based principles and contemporary curricula, instructional practices, and assessment tools. Students extend their understanding by interviewing teachers and observing instruction in diverse classrooms. Fifteen hours of classroom observation is required. Prerequisite(s): Basic course in human development, Graduate admission to NCE. 3 semester hours

**EPS 546 - Methods of Intervention in a Tiered Service Delivery Model**

Students will learn about evidence-based reading, math, and writing instruction as they relate to curricula material construction kindergarten through grade 12. Students will analyze and implement curricula materials used as part of a tiered service delivery model in schools. Assessment and evaluation for the purposes of instructional planning will be emphasized. Prerequisite(s): Admittance into the School and Educational Psychology Program. 3 semester hours

**EPS 561A - Theory and Practice of School-Based Consultation I**

This is the first course in a three course sequence examining theories and practices of school-based consultation. Through the series of three courses, candidates will explore school based consultation models, the role of consultation in prevention, intervention, social justice, and problem solving. Candidates will acquire and practice consultation skills in a school setting. In the first course of the sequence, the focus will be on collaborative communication skills and the beginning stages of problem solving. Candidates are expected to participate in ongoing group and individual university-based supervision in conjunction with this course. Prerequisite(s): Admissions into the School Psychology Program, or permission of the School Psychology Program Coordinator. Co-requisite(s): This course must be taken concurrently with EPS563B, School Psychology Practicum II. 2 semester hours

**EPS 561B - Theory and Practice of School-Based Consultation II**

This is the second course in a three course sequence examining theories and practices of school-based consultation. Through the series of three courses, candidates will explore school based consultation
models, the role of consultation in prevention, intervention, social justice, and problem solving. Candidates will continue to practice consultation skills in a school setting. In the second course of the sequence, the focus will be on problem analysis, instructional assessment, and intervention design, implementation, and evaluation. Candidates are expected to participate in ongoing group and individual university-based supervision in conjunction with this course. Prerequisite(s): Admission into the Psychology Program, EPS 561A or equivalent course, or permission of the School Psychology Program Coordinator. Co-requisite(s): This course must be taken concurrently EPS563B, School Psychology Practicum II. 2 semester hours

EPS 561C - Theory and Practice of School-Based Consultation III

This is the third course in a three course sequence examining theories and practices of school-based consultation. Through the series of three courses, candidates will explore school based consultation models, the role of consultation in prevention, intervention, social justice, and problem solving. Candidates will continue to practice consultation skills. In the third course, the focus will be on systems-level consultation, and working on school teams. Candidates will participate in one or more school-based teams at their practicum sites. Students are expected to participate in ongoing group and individual university-based supervision in conjunction with this course. Prerequisite(s): Admission into the School Psychology, EPS561A, EPS561B or equivalent courses, or permission of the School Psychology Program Coordinator. Co-requisite(s): This course must be taken concurrently with EPS563B. 2 semester hours

EPS 562A - Practicum in School Psychology I: Reflective Observation of School Practices

This practicum series provides a variety of structured observational experiences in cooperating schools for school psychology students. Over the 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. Co-requisite(s): EPS541, Prerequisites: admitted school psychology student, 1 semester hour

EPS 562C - Practicum in School Psychology I: Reflective Observation of School Practices

This practicum series provides a variety of structured observational experiences in cooperating schools for school psychology students. Over a three quarter period, students 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. Co-requisite(s): EPS539, Prerequisites: admitted school psychology student, 1 semester hour

EPS 563A - School Psychology Practicum I

This course supports a year-long practicum that provides a variety of structured observational experiences in cooperating schools for school psychology candidates. Over a three-quarter period, candidates are assigned to work with a school psychologist in a school setting to observe school practices and participate in school psychology professional practices. An emphasis is placed upon understanding best practices in a multi-tier services and supports model including Response to Intervention (RTI) in schools with diverse populations. Prerequisite(s): Admission to the Ed.S or Ed.D. School Psychology Program. 1 semester hour. (May be repeated twice up to 3SH)

EPS 563B - School Psychology Practicum II

This practicum series is designed for students seeking state certification in school psychology. Over a three-quarter period, students work in schools with practicing school psychologists and other educators in a variety of experiences consistent with their future professional role. An emphasis is placed upon promoting evidence-based practices in a preventive approach including early intervention for those students who need it. In addition to weekly field-
based supervision, students participate in weekly on-campus faculty supervision for additional understanding, feedback, and targeted applied learning. Prerequisite(s): Admission to the Ed.S. or Ed.D. School Psychology Program; EPS530; EPS532; EPS540; EPS545; EPS539; EPS563A. Co-requisite(s): None. 1-3 semester hours

**EPS 563C - Working with Families and Children Practicum**

School psychology candidates will participate in a supervised practicum providing them with opportunities to plan, market, and implement a training program for families in collaboration with schools and other community agencies. Students will learn how to facilitate implementation of an evidence-based training program that emphasizes working collaboratively, effectively, and sensitively with families of diverse cultural, linguistic, and socioeconomic backgrounds. Students will use The Incredible Years Program Series or another evidence-based series focused on strengthening parenting competencies and fostering parent involvement in schools to promote children’s academic, social and emotional competences and reduce conduct problems. Prerequisite(s): Admittance into the School Psychology Program or by permission of instructor. Co-requisite(s): EPS535. 1-3 semester hours. (May be repeated twice up to 3SH).

**EPS 581 - Workshop/Educational Psychology/Humanistic Education**

1-4 semester hours

**EPS 582 - Workshop/Educational Psychology/Human Development**

1-4 semester hours

**EPS 586 - Workshop/Educational Psychology/Assessment**

1-4 semester hours

**EPS 587 - Workshop/Educational Psychology/Behavior Management**

1-4 semester hours

**EPS 588 - Workshop/Educational Psychology/Therapy with Children**

1-4 semester hours

**EPS 590 - Internship in School Psychology**

The School Psychology internship is a 10 to 12-month (1500 hour) full-time experience in broad areas of school psychology, under the supervision of university, field-based, and peer-group supervisors. Consistent with NASP best practice guidelines for internship, interns are expected to have sufficient breadth and depth of experiences within domains as specified by NASP and ISBE. Consistent with the NASP Blueprint III, interns are expected to achieve competency in at least one domain upon completion of the internship. Upon successful completion of EPS590 and the field-based internship experience, students will be eligible to apply for state certification as a school psychologist. Prerequisite(s): Completion of all courses required in the EDS School Psychology Program. Co-requisite(s): Internship experience at a field-based site. 2 semester hours each for 3 terms (total = 6 semester hours)

**EPS 593 - Professional Issues in School Psychology**

The purpose of this course is to provide the opportunity to explore professional school psychology practice issues from the perspective of three sources of influence, (a) the law, (b) professional ethics, and (c) evidence-based practices. These sources of influence will be examined from the perspective of schools with diverse needs and resources. Prerequisite(s): Admission to the School Psychology Program; EPS540; EPS530; EPS531; EPS532; EPS541; EPS539; EPS563A or equivalent. Co-requisite(s): Concurrent enrollment in EPS563B. 1 semester hour (May be repeated twice up to 3 SH)

**EPS 594 - Independent Study/Educational Psychology**

1-4 semester hours

**EPS 595 - Special Topics/Educational Psychology**

1-3 semester hours

**EPS 599 - Thesis/Educational Psychology**

1-4 semester hours

**EPS 599X - 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

**EPS 647 - Interventions in Schools with Multicultural Students**

The course examines cultural, socioeconomic, and ethnic variables that impact service delivery in school psychology. Through readings, discussions, inquiry, and field activities, students will examine cultural factors underlying human development and gain an understanding and appreciation of cultural and ethnic differences among individuals, groups, and families. Students will enhance their ability to apply their knowledge in the area of multiculturalism to their personal lives as well as their professional work. Prerequisite(s): Admission to the School Psychology Doctoral Program or permission of Program Director. 3 semester hours
EPS 654 - Multi-Tiered Systems of Support in Mental Health

This course explores systems and methods of integrating multi-tiered support services including social, emotional, and behavioral evidence-based interventions (EBI) to support learning in schools. Focusing on integrating academic and social-emotional service delivery within levels or tiers, the course highlights the role of leadership in building systemic change through team collaboration and use of empirically-based practices in a school-wide Response to Intervention (RTI). Topics of study include direct and indirect mental health services for children, families, and schools to promote learning, prevent and respond to problems, and cultivate family-school collaborative services. The course also addresses systemic challenges of diversity including cultural, ethnic, linguistic, gender, and socioeconomic factors. Prerequisite(s): Admission to the School Psychology Doctoral Program. 3 semester hours

EPS 659 - Studies in family-school partnerships and relationship-building

This course examines interactive dynamics of families and schools that lead to the construction of collaborative family/school partnerships. These family/school partnerships are designed to enhance learners' cognitive and social-emotional growth and learning and to promote mutual family/school involvement in the process of quality schooling for children. The influence of diverse family and school characteristics, resources, beliefs, attitudes, and values will be examined for their contributions to building collaborative home/school relationships. Evidence-based theoretical and research approaches will be explored and applied to the process of building meaningful family/school collaborations. Prerequisite(s): Doctoral standing or permission of Program Director. 3 semester hours

EPS 668 - Diversity and Multiculturalism in Schools

This course examines the complex influences of cultural, socioeconomic, gender, language, and class variables on learning and development of all individuals. Students will critically examine the theory and research literature on topics such as sociocultural education, identity, language, transnationalism, differentiated instructions, social relations, and beliefs about self and "the other." Students will also explore theories and research that probe questions critical to understanding aspects of social and educational environments that are conducive for learning and development of individuals from multicultural, multilingual, and multiclass backgrounds. Prerequisite(s): EPS647, admission to the doctoral program, or permission of Program Director. 3 semester hours

EPS 669 - Multi-Tiered Systems of Services and Supports as a Vehicle for School Change

Students will learn historical perspectives regarding the shift in school service delivery systems from reactive and segregated models based on presumptions of disability to proactive, early intervening and inclusive systems based on educational need. Students will learn the principles of multi-tiered services as well as how they are delivered across the United States within the knowledge base about school change. Prerequisite(s): Admission to the School Psychology Doctoral Program; EPS540; EPS530; EPS531; EPS532; EPS541; EPS539; EPS563A, EPS563B or equivalent. 3 semester hours

EPS 670 - Fundamentals of Supervision

The purpose of this course is to offer advanced doctoral students both didactic and experiential training in the area of supervision, with specific attention to supervision of educational and psychological services in schools. Students will develop self-awareness of their needs and competencies as supervisors while learning about theoretical models with a focus on developmental models, research, and ethical and professional issues in supervision. Students will act as supervisors for less experienced students engaged in practicum work and will receive metasupervision (supervision of supervision) from the course professor within a vertical supervision process, as well as from peers during small group supervision. Prerequisite(s): EPS562D, EPS562E, and EPS562F or equivalent. Co-requisite(s): EPD692. 1-3 semester hours (May be repeated twice up to 6 hours.)

EPS 690 - Doctoral Internship in School Psychology

The School Psychology doctoral internship is a 12-month (1500 hour) full-time experience in broad areas of school psychology, under the supervision of university, field-based and peer-group supervisors. Consistent with NASP best practice guidelines for internship, interns are expected to have sufficient breadth and depth of experiences within domains as specified by NASP and ISBE. Consistent with the NASP Blueprint III, interns are expected to achieve competency in at least one domain upon completion of the internship. Some students may choose to complete the internship through the Illinois School Psychology Internship Consortium (ISPIC). Upon successful completion of EPD690B and the field-based internship experience, students will be eligible to apply for state certification as a school psychologist. Prerequisite(s): Successful completion of all program courses, the comprehensive examination, and proposal of the doctoral dissertation. 2 semester hours. May be repeated 3 times up to 8SH.
**EPS 692 - Doctoral Practicum in School Psychology**

The School Psychology Doctoral Practicum is a three consecutive term experience which emphasizes doctoral level skills designed to deepen the leadership role of school psychologist as participant in school-wide and tiered data-driven problem solving process. Students learn to apply assessment and intervention skills in areas of academic and social-emotional learning as required within two domains of the National Association of School Psychologists (NASP) Standards. This practicum experience is associated with three core doctoral courses offered in first year of doctoral studies. This practicum experience is a total of 600 practicum hours and 6 semester hours of credit. Prerequisite(s): Admission to the School Psychology Doctoral Program. 2 semester hours. (May be repeated twice up to 6 SH).

**EPS 695 - Special Topics in School Psychology**

This set of seminars addresses special topics in School Psychology that affect systemic decision making; emerging ideas in teaching and learning as they relate to the design of various school environments; emerging ideas in the promotion of social emotional learning; the role of assessment in the learning process; family school partnerships and the on-going development of the school psychology professional. Prerequisite(s): Admission to the School Psychology Doctoral Program. 2 semester hours.

**ESR - Educational Statistics and Research**

**ESR 502 - 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, factor analysis, chi-square, meta-analysis, observation, interviewing, case study, and questionnaire construction. Prerequisite(s): ESR502 - Research Analysis for Educational Psychologists or equivalent course or consent of instructor. 2 semester hours.

**ESR 503 - 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 for Educational Psychologists or equivalent course or consent of instructor. 2 semester hours.

**ESR 504 - Assessment in Early Childhood Education Settings: Purpose and Practice**

Students will explore the definitions, purposes and dimensions of assessment in Early Childhood Education (ECE birth through grade 3) settings. Students will analyze various forms of assessment, within particular historical, cultural, socio-political and ethical contexts. Students will learn meaningful ways to interpret and incorporate results from various standardized assessment tools into their teaching practice, as well as other forms of assessment. Students will practice how to create multiple assessment tools based upon their area of teaching and interest. Prerequisite(s): None 2 semester hours.

**ESR 505 - 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. This course is for students in M.Ed. programs. Prerequisite(s): None 3 semester hours.

**ESR 508 - 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 applications 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. Prerequisites: None; 3 Semester Hours

ESR 509 - Foundational Studies III: Changing Instructional System

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 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 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. 2 semester hours (offered only in the IDS program)

ESR 511 - 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

ESR 514 - 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. This course is for students in the M.A.T. program. Prerequisite(s): none. 3 semester hours

ESR 531 - Exploring Action Research: Action Research I

This course is the first in a four-course action research sequence. It introduces the nature and processes of teachers’ classroom inquiry to enlighten instruction and improve student learning. Towards this end, the course introduces traditions and conceptions of action research and its relation to other forms of inquiry. It emphasizes the role of teachers as researchers of their own practices and contexts in terms of their students’ learning and construction of meaning. Candidates begin to explore their classrooms as complex systems shaped by interpersonal, cultural, and political/structural dynamics. Candidates build a framework for their own action research as they write their autobiography and their action research proposal. This course is for students in the M.Ed. Teaching, Learning, and Assessment Program. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

ESR 532 - Engaging in Action Research: Action Research II

This course is the second in a four-course Action Research sequence. It focuses on candidates becoming teacher researchers and change agents in their classrooms. Candidates begin collecting data based on their Term I Action Research plan. They analyze these data and search for resources that can give alternative viewpoints and interpretations of their plans and of their data. Candidates also examine appropriate technology as they collect, document, analyze, and report the progress of their study as it transpires. This course is for students in the M.Ed. Teaching, Learning, and Assessment program. Prerequisite(s): ESR531. Co-requisite(s): None. 2 semester hours

ESR 533 - Continuing Action Research: Action Research III

This course is the third in a four-course action research sequence. In this course candidates continue their action research study, collecting and analyzing data, writing responses to their research questions, and critiquing, synthesizing, and reflecting on relevant literature. Through recursive cycles of planning, implementing, observing, reading, conversing, and interpreting, they use their emerging analyses to make meaning of the classroom
experiences of their students and of themselves. Incorporating appropriate technology throughout these processes, candidates explore ways to enrich student experiences and enhance classroom success. This course is for students in the M.Ed. Teaching, Learning, and Assessment program. Prerequisite(s): ESR532. Co-requisite(s): None. 2 semester hours

**ESR 534 - Completing Action Research: Action Research IV**

This course is the last course in a four-course action research sequence. It marks the completion of the candidates action research projects as they become more aware of the relationship of the research process to personal, professional, and institutional change. Candidates reflect on their data, construct patterns, note changes in their practices, and prepare a final product communicating what they have learned about their work and student learning. The final product from the action research is completed in appropriate technological formats as candidates explore uses of their inquiries to enrich professional and institutional change. They explore ways to continue, in an ongoing fashion, the self-assessment processes of reflective practitioners. This course is for students in the M.Ed. Teaching, Learning, and Assessment program. Prerequisite(s): ESR533. 2 semester hours

**ESR 592 - 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 (offered only in the IDS program)

**ESR 594 - Independent Study**

1-4 semester hours

**ESR 595 - Special Topics/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

**ESR 604 - Dissertation Proposal Seminar**

The primary goal of this course is for students to develop the proposal for their doctoral dissertations or equivalents. This will involve definition of a research problem, review of the related literature, and design of appropriate procedures and instruments for pursuing the problem, review of the related literature, and design of appropriate procedures and instruments for pursuing the problem. As part of the class activities, students are also exposed to the research problems, related literature reviews, and methodologies developed by students from each of the other doctoral programs. Prerequisites: ESR610, ESR612, ESR614, ESR616 or ESR618. The completion of comprehensive qualifying examinations is also recommended. 2 semester hours

**ESR 610 - Paradigms of Research**

In this 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 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 within a variety of settings. Critical reflections on the intersections of knowledge, power, identity and context are emphasized throughout the course. Prerequisite(s): Doctoral standing or approval of doctoral program. 2 semester hours

**ESR 612 - Empirical/Analytic Research I**

Students explore assumptions and techniques of empirical-quantitative research in the context of schools and education with a focus on practitioner research. Approaches and methods for data collection, analysis, and interpretation are introduced. Topics to be covered include basic and intermediate level descriptive and inferential statistics, ethical consideration in conducting and presenting research, and issues of reliability and validity in assessment. Students are expected to conduct and report on a small-scale research project in their own setting by collecting and interpreting numerical data. Statistical software (e.g. SPSS) is introduced and used by students to analyze their research project data. The course includes a minimum of 15 hours of fieldwork. Prerequisite(s): Doctoral standing; ESR610 3 semester hours

**ESR 614 - Interpretive/Critical Research I**

This course introduces conceptual and practical assumptions, contributions, limitations, and controversies of interpretive and critical research. Viewed as paradigms, interpretive and critical research engages ontological and epistemological positionings. Drawing from various traditions and processes, students will become aware of the complexities of research contexts and relationships and how they are embedded in community, culture, language, history and power structures. Through field research and theoretical dialogue, students will begin
to understand and grapple with inherent tensions in the interplay among purpose, methodology and ethics, while cultivating a personal understanding of their relationship to the research, contexts, and participants. Prerequisite(s): Doctoral standing; ESR610 or consent of instructors 3 semester hours

ESR 616 - Empirical/Analytic Research II

Students explore assumptions and techniques of empirical/analytic research in the context of schools and the larger context of education. The course builds on the knowledge gained in ESR612 by focusing on the approaches and methods for data collection, analysis, and interpretation assumptions, and limitations of empirical/analytic studies that use multiple measures. Students are expected to conduct and report on a small-scale research project in their own setting by collecting and interpreting quantitative data. Statistical software (e.g., SPSS) is used by students to analyze their research project data. The course includes a minimum of 15 hours of fieldwork. Prerequisite(s): Doctoral Standing; ESR610 and ESR612. 3 semester hours

ESR 618 - Interpretive/Critical Research II

This course extends the understanding and skills developed in ESR614. It will focus on specialized strategies and design; advanced methods of collecting, analyzing, and interpreting data; ethics and policies of research; and current uses and issues associated with educational research. By completing a self-designed project that will advance some phase of their work, students will focus on the "doing" of interpretive/critical research as a practical, ethically regulated engagement in "knowing, doing and being." Prerequisite(s): Doctoral standing; ESR610 or consent of instructors 3 semester hours

ESR 630 - Understanding and Using Educational Research

In this course students analyze and critique theories, paradigms, and methods of practitioner-focused research that impact district educational policy and decision-making. This includes evaluation, experimental, and various forms of both quantitative and qualitative research. Students also study research that informs and influences product development (e.g., achievement tests, software, textbooks, training programs), policy decisions, and evaluation techniques utilized in the field by principals, superintendents, and state-level educational administrators. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

ESR 632 - Data-driven Decision Making

In this course students study the methodologies, assumptions, and the techniques for various types of data collection and analysis used by educational leaders. The course begins with an overview of student data as a form of organizational performance (e.g., test scores, graduate rates, attendance, etc.) then moves to the broader issues of evaluation, experimentation, quantitative analysis, and interpretivist analyses. The course ends with a review of current research and trends in data-driven decision making. Throughout the course students analyze cases to develop a practitioner’s knowledge of research, evaluation, and data use for school improvement. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

FND - Foundations

FND 501 - Community Study

This interdisciplinary, community-based field study provides teacher candidates the opportunity to engage in a community based project in order to better understand the community in which they will teach. This course will be presented through a discussion seminar format accompanied by a community service-learning practicum. The course encourages exploration of the issues confronting families and neighborhoods through research, community involvement and assessment in a particular community. Prerequisite(s): None. Co-requisite(s): None. 1 semester hour

FND 503 - 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

FND 504 - History and Philosophy of American Education
This course critically examines the social, cultural, political, and economic forces, and the philosophies of education that have influenced educational policy, laws, school structure, and pedagogical and methodological practices throughout the U.S. history. Students investigate, debate, and critique contemporary issues with regard to socio-economic class, race, gender, ethnicity, and ability. They demonstrate their knowledge, understanding, and reflective practice through personal philosophy statements and other assignments pertaining to the history and philosophy of education and learning and teaching for social justice. This course is only offered for students in the Secondary Education program (2SH) and is taught as an integrated course with SEC502. Prerequisite(s): None. Co-requisite(s): None. 1-2 semester hours

**FND 506 - Foundational Studies I: Schooling, Knowing and Childhood**

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. Co-requisite(s): None Prerequisite(s): None 2 semester hours

**FND 509 - Building on Educational Foundations**

Candidates will examine their own educational beliefs, personal values, and instructional practices in light of historical /sociological/philosophical issues, themes, and theoretical approaches to education. This course will emphasize how 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 candidates 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 students. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**FND 510 - Social Justice Perspectives on the History and Philosophy of American 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 disability, race, ethnicity, gender, socio-economic class, identity, and immigration. Students lay the foundation for the development of a personal philosophy of education and reflectively examine issues of education from social justice perspectives. This course includes a site-based project requiring at least 15 hours of work outside of class. Prerequisite(s): None. Co-requisite(s): None. 1-3 semester hours

**FND 511 - Social and Cultural Politics of Education: Personal and Contextual Perspectives**

In this course, students examine current social, cultural, political, and economic factors that affect American education and schooling. These factors are examined in relation to students’ personal, professional and social identities and experiences. The intent is for educators to understand sociopolitical and cultural contexts of their practice and their abilities and responsibilities that help shape those contexts. Students engage in ongoing discussion of and reflection on moral and ethical responsibilities of educators who 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 site-based activities. Prerequisite(s): None. 3 semester hours

**FND 591 - Field Study/Educational Foundations**

2 semester hours

**FND 594 - 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

**GEN - General Education**

**GEN 100A - Learning Pathway 1: Reading and Writing**

This developmental course is designed to help students achieve college-ready skills in reading and writing. Prerequisite(s): Pre-general education course sequence in writing, placement based on score from placement test or elected. Co-requisite(s): None. 2 quarter hours

Distribution: Developmental Course.

**GEN 100B - Learning Pathway 2: Quantitative Reasoning**
This developmental course is designed to help students achieve college-ready skills in mathematics and quantitative reasoning. Prerequisite(s): Pre-
general education coursework in mathematics, placement based on score from placement test or elected. Co-requisite(s): None. 2 quarter hours

**Distribution: Developmental Course.**

**GEN 101 - Student Success Seminar 1**

This course introduces students to the Foundations in Excellence General Education Program and the NLU experience. The course is designed to help students achieve critical literacy in key academic, career development and technology skills, in order to effectively interact, construct meaning and communicate for application in their degree programs, careers, and lifelong learning. Prerequisite(s): None. Co-requisite(s): None. 2 quarter hours

**GEN 102 - Student Success Seminar 2**

This course continues student development in the Foundations in Excellence General Education Program and the NLU experience. The course is designed to introduce students to key learning outcomes for the university, general education, and their academic programs. Prerequisite(s): GEN101. Co-requisite(s): None. 2 quarter hours

**HCL - Health Care Leadership**

**HCL 300 - Introduction to the Health Care Leadership Program**

This course introduces students to the Health Care Leadership (HCL) program. Students are introduced to the different topics and courses presented in the HCL program and become familiar with the learning outcomes of the courses and the HCL program. Students will also become familiar with research methodologies using the NLU Library resources and the Internet. This course will also introduce students to adult learning philosophy and how it is a part of the HCL program. Students will additionally have an opportunity to explore their employment skills and health care occupations as part of this course. Prerequisite(s): LAE120, LAM109, LIBR200; Admission to the HCL program. Co-requisite(s): None. 4 quarter hours

**HCL 315 - 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 and successful completion of HCL300 or permission of the program. 4 quarter hours

**HCL 320 - Educational Delivery & Assessment in Health Care**

This course reviews the general principles of adult learning with application to health education programs. The student is enabled to design an appropriate learning activity for health care organizations that utilizes various components of individual and group learning techniques. Additionally this course explores the general principles and guidelines for defining and assessing complex behavioral outcomes in training, supervisory, clinical and operational quality improvement contexts. Students develop evaluation tools and prepare a comprehensive assessment plan for a workplace training program. The use of assessment for program improvement is examined. Prerequisite(s): HCL300, HCL335; Admission to the HCL program. Co-requisite(s): None. 5 quarter hours

**HCL 325 - Educational Assessment in Health Care**

This course explores the general principles and guidelines for defining and assessing complex behavioral outcomes in training, supervisory, clinical and operational quality improvement contexts. Students develop evaluation tools and prepare a comprehensive assessment plan for a workplace training program (designed in AHE430/HCL320 Educational Delivery in Health Care). The use of assessment for program improvement is examined. Prerequisite(s): Admission to the Health Care Leadership (HCL) program and successful completion of HCL300 or permission of the program. Co-requisite(s): HCL320. 4 quarter hours

**HCL 330 - Presentation Skills in Health Care**

This course is designed to provide students with the skills necessary to present, evaluate, and construct units of instruction in the health care setting. Overview of various media and their appropriate use will be presented. Students will have the opportunity to apply these principles in critiquing media and in producing visuals through computer graphics. Prerequisite(s): Admission to the Health Care Leadership (HCL) program and successful
completion of HCL300 or permission of the program. 4 quarter hours

**HCL 335 - Overview of Health Care Delivery**
This course examines the evolution of health care delivery including societal expectations, organizations, careers, financing, technology, and regulation. The systems that deliver health care in the United States are compared to the systems that exist in other countries. The relationship between cost, access and quality is critically examined. Health care information sources are explored. Prerequisite(s): Admission to the Health Care Leadership (HCL) program and successful completion of HCL300 or permission of the program. 4 quarter hours

**HCL 340 - Quantitative Methods for Health Administration**
This course examines a variety of quantitative methods employed by health care administrators in the analysis of health care operations, evaluation of projects and improvement of quality. The underlying principles and assumptions of common methods and tools are examined. The improvement of health care operational systems is emphasized. Prerequisite(s): Admission to the Health Care Leadership (HCL) program and successful completion of HCL300 or permission of the program. 4 quarter hours May count toward the "Other" category of General Education Requirements.

Distribution: GenEd-Other.

**HCL 345 - Principles of Health Care Supervision**
This course examines the roles of supervisors in health care organizations. It 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): Admission to the Health Care Leadership (HCL) program and successful completion of HCL300 or permission of the program. 4 quarter hours

**HCL 410 - Health Care Supervision & Human Resources**
This course examines the roles of supervisors in health care organizations. It prepares health care professionals for supervisory roles by examining management theory and principles and practical applications in a variety of health care settings. Additionally, this course investigates the principles involved in job selection, training, development, and evaluation of job performance in health care organizations. The student is enabled to design and implement job descriptions, selection interviews, in-service and job training sessions, and performance appraisals at the departmental level. Prerequisite(s): HCL300, HCL310, HCL315, HCL330, HCL335, and MGT436, or approval of Dean or Associate Dean of the College of Management and Business, Admission to the HCL program. Co-requisite(s): None. 5 quarter hours

**HCL 415 - Financial and Physical Resource Administration**
This course explores and analyzes the application of principles involved in managing the financial and physical resources in health care settings. Students will focus on concepts dealing with third party reimbursement, budget development, expenditure control, record keeping, inventory control, equipment purchases, and departmental facility planning. Students will be introduced to the use of fundamental financial information and data, including income statement and the balance sheet. Students will use these statements and such tools as ratio analysis, time value of money and capital budgeting to perform a cursory evaluation of the overall financial health of an organization. Prerequisite(s): Admission to the Health Care Leadership Program and successful completion of the first year Health Care Leadership (HCL) program courses: HCL 300, HCL 310, HCL 315, HCL 320, HCL 325, HCL 330, HCL 335, HCL 340, HCL 345. 4 quarter hours

**HCL 420 - Ethical and Legal Issues in Health Care**
This course 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): Admission to the Health Care Leadership Program and successful completion of the first year Health Care Leadership (HCL) program courses: HCL 300, HCL 310, HCL 315, HCL 320, HCL 325, HCL 330, HCL 335, HCL 340, HCL 345. 4 quarter hours

**HCL 425 - Health Care Information Systems**
This course provides an overview of information systems in health care operations and management. The course addresses health care information systems from multiple perspectives, including providers, patients, payers, and public sector agencies. The course describes core information technologies; clinical and administrative applications of these technologies; processes for implementing and managing these technologies; and the impacts of these technologies on the people, processes, and performance of today’s health care industry. Prerequisite(s): Admission to the Health Care Leadership Program and successful completion of the first year Health Care Leadership (HCL) program
HSC 101 - Introduction to Human Services

This course introduces 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

HSC 102 - 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. 5 quarter hours

HSC 201 - 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

HSC 202 - Theory and Techniques of Crisis Intervention

Introduction to crisis theory, focusing on models of intervention, and utilizing experiential skills-building exercises. Prerequisites: HSC101, HSC201. 3-5 quarter hours

HSC 203 - 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. 5 quarter hours

HSC 300 - Advanced Clinical Intervention Strategies

Focus on advanced skills of interviewing, with emphasis on development and integration of individual style and technique. Prerequisites: HSC102, HSC202, HSC203. 5 quarter hours

Distribution: Human Services Electives.

HSC 305A - Special Needs Populations A

This course examines circumstances in which some individual or family needs are most effectively met through means outside of the systematic norms due to disability or other situations. It emphasizes evaluation of services, coping strategies and resources. 3 Quarter Hours.

HSC 305B - Special Needs Populations B

This course examines circumstances in which some individual or family needs are most effectively met through means outside of the systematic norms due
to disability or other situations. It emphasizes evaluation of services, coping strategies and resources. 2 Quarter Hours.

**HSC 310 - Management/Administration of Health and Human Services 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.

**HSC 410 - 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. Prerequisites: Principles and Dynamics of Interviewing (HSM 201) or its equivalent. 5 Quarter Hours.

Distribution: Human Services Electives.

**HSC 430 - 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: Principles and Dynamics of Interviewing (HSC 201) or its equivalent. 5 Quarter Hours.

Distribution: Human Services Electives.

**HSC 499 - Seminar/Current Issues in Human Services**

Seminar on current issues in the human services field, identifying trends, problems, paradoxes, and parameters in areas of the profession. Analysis, design, and implementation of solution will be a major focus. 1-6 quarter hours.

Distribution: Human Services Electives.

**HSC 501 - Fundamentals of Counseling**

This course presents an overview of the theory, principles, techniques and methods essential in conducting an effective counseling interview. Specific skills, competencies, and concepts related to counseling interviews are studied, and an ongoing experiential component provides practice opportunities. In addition, there is a focus on self-awareness and insight, considered essential qualities the effective counselor. Prerequisite(s): Admission to the Master of Science in Counseling, either the School Counseling or Community Counseling Emphasis, or consent of the department. 3 semester hours.

**HSC 503 - Counseling and Human Development in a Multicultural Society**

An examination of theory, techniques, dynamics, and behaviors of counseling in a multicultural society. Emphasis is placed upon understanding the influences of one's own cultural background as well as critical issues of counseling persons of other cultures, ethnicity, race, and/or unique subcultural grouping. Prerequisite: HSC 501. 3 semester hours.

**HSC 504 - 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. Prerequisites: HSC 501, HSC 510, or HSC 201. 3 semester hours.

**HSC 505 - 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: HSC 501, HSC 510. 3 semester hours.

**HSC 506 - 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 to whole families are presented theoretically and through simulation experiences. Prerequisites: HSC 501. 3 semester hours.

**HSC 510 - Theories of Counseling**

Theories of counseling and psychotherapy will be introduced and explored. Students will examine philosophical stance, therapeutic assumptions, and strategic interventions relative to the major schools of thought. Effective characteristics of helping relationships in a multicultural society will be explored. The relationship between counseling theories and evidence-based outcomes will be highlighted. Prerequisite(s): Admission to the Master of Science in Counseling, either the School Counseling or Community Counseling Emphasis, or consent of department. 3 semester hours.

**HSC 511 - Professional Practice and Ethics in Human Services**

This course is an orientation to the issues and ethics in the field of professional counseling. Students will learn about the different types of counseling settings.
including public schools and a variety of community agencies. Requirements for national certification and state licensing will be covered. The American Counseling Association's Standards of Care and Code of Ethics will be studied. Case samples of ethical decision-making, role plays, and personal reflection are emphasized. Prerequisite(s): Admission to the Master of Science in Counseling, either the School Counseling or Community Counseling Emphasis, or consent of the department. 3 semester hours

HSC 512 - Theories and Techniques of Group Counseling

This course provides an overview of types of small groups, group dynamics, group leadership, group counseling theories, and techniques of group counseling. The course includes an experiential component. Prerequisite(s): HSC501 and HSC510 3 semester hours

HSC 514 - 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

HSC 518 - 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

HSC 524 - 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 changes agents, client advocates, outreach specialists, consultants, and preventative educators, and they will review the effects of public policy, managed care, and other social issues on counseling practice. Prerequisite(s): HSC501, 510, 511, 512 3 semester hours

HSC 533 - Counseling Practicum

The Counseling Practicum class 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. Prerequisite(s): HSC501, 510, 511, 504, 505 3 semester hours

HSC 534 - School Counseling: Theory, Issues and Practice

This course is intended to develop knowledge and skills in the application of counseling theory and techniques in a school setting. Focus will be on a developmental counseling curriculum, academic program planning, motivation, consultation, collaboration, and referral. Current issues and practices will be included. Prerequisite(s): Department Program Approval and HSC501, HSC510, HSC511. 3 semester hours

HSC 535 - Introduction to Forensic Mental Health

This course offers an overview and introduction into the field of forensic mental health. The course will explore the relationship between the law and the mental health system. Students will learn to examine key legal decisions that influence the role of forensic mental health professionals. Prerequisite(s): None. 3 semester hours

HSC 536 - Clinical Forensic Interviewing and Diagnosis

This course will provide an overview of the Diagnostic and Statistical Manual of Mental Disorders, 4th Edition, Text Revised (DSM-IV-TR). Students will learn how the DSM-IV-TR can be used for purposes of assessment and diagnosis of the forensic client. The course will introduce the student to the characteristics of various personality disorders and how to assess these disorders within the parameters of the helping interview. Prerequisite(s): HSC535. 3 semester hours

HSC 537 - Evaluation and Treatment of the Juvenile and Adult Offender

This course will provide an overview of selected basic concepts and issues relevant to the understanding and treatment of the juvenile and adult offender. Assessment, diagnostic, and treatment skills will be emphasized. Prerequisite(s): HSC535, HSC536. 3 semester hours

HSC 538 - Forensic Mental Health and the Law

This course will provide an overview of the legal principles and issues pertinent to the field of forensic mental health. Emphasis will be placed on
understanding the insanity defense, competency to stand trial, and emergency detention orders. The student will learn the core concepts involved in the relationship between psychopathology and criminal conduct. Prerequisite(s): HSC535, HSC536, HSC537. 3 semester hours

HSC 539 - Forensic Mental Health Capstone Project
This course will provide students with a forensic mental health research project that will enable students to integrate classroom learning with research, creativity, and clinical skills. Each student is expected to develop a psycho-social project that utilizes theory and practice of group therapy. Each capstone project will require a review of current theoretical practices and research. The literature review will guide the development of either a psycho-educational group project or a therapeutic group project that could potentially be implemented in a forensic mental health setting. Prerequisite(s): HSC535, HSC536, HSC537, HSC538. 3 semester hours

HSC 581 - 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 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. Prerequisite(s): HSC501, 511, 504, 505, 510, 512, 514, 533 plus consent of advisor. 3 semester hours

HSC 582 - 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 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. Prerequisite(s): HSC501, 511, 504, 505, 510, 512, 514, 533, and 581 plus consent of advisor. 3 semester hours

HSC 599 - Counseling for Post-High School and College Admission
This course provides counselors with guidelines for helping all students to access education beyond high school. Information on financial aid, major field, programs for students with special needs, testing, the application process, and the parent component will be presented. Special consideration will be given to the wide spectrum of post-secondary choices, including but not limited to four-year colleges, two-year colleges, technical schools, certificate programs, AmeriCorps, Job Corps, the military, and on-the-job training in a variety of employment settings. Field experiences are a vital part of this course. Prerequisite(s): HSC501, HSC511, HSC534, HSC514 or consent of instructor. 3 semester hours (GR) OR 4.5 quarter hours (UG)

HSM - Human Services Multiple Program

HSM 385 - Practicum Supervision
Examination of the issues and dynamics of professional relationship 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. Concurrent enrollment in undergraduate Practicum. Enrollment is required with each Practicum/ Internship enrollment. 1-2 quarter hours

HSM 405 - Juveniles and the Law
The study of the law affecting juveniles; delinquency, 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. 3 semester hours.

HSM 406 - 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 property laws, labor and contract law, as well as professional liability will also be included. 3 semester hours

HSM 407 - Violence and Aggression in the Family
Examination of the psychological, social, behavioral, and cultural foundations of aggression and violence; issues of physical and emotional abuse within the family unit. 3 semester hours

Distribution: Human Services Electives.

HSM 415 - 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. 3 semester hours

HSM 417 - 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

HSM 481 - 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. Co-requisite(s): Student is required to enroll in HSM385 Practicum Supervision concurrently. Prerequisites: HSC201 and acceptance into Professional Studies Sequence. 1-5 quarter hours

HSM 482 - Human Services Practicum II

Second Course of a four-part sequence in the Human Services Practicum I. 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. Co-requisite(s): Student is required to enroll in HSM385 Practicum Supervision concurrently. Prerequisites: HSM481 and department approval. 1-5 quarter hours

HSM 483 - Human Services Practicum III

Third course of a four-part sequence in the Human Services Practicum II. 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 (minimum of 150 hours) for the quarter. Co-requisite(s): The student must concurrently register in HSM385 Practicum Supervision and receive on-site and university supervision via co-requisite course. Prerequisites: HSM482 and departmental approval. 1-5 quarter hours

HSM 484 - Human Services Practicum IV

Fourth course of a four-part sequence in the Human Services Practicum III. 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

HSM 490 - 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

Distribution: Human Services Electives.

HSM 508 - 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: HSA510 or HSC500. 3 semester hours

HSM 585X - Internship and Supervision Continuation

All students enrolled in the CHS Department’s Counseling Masters Degree or the School Counseling Certificate are expected to achieve a required number of practicum/internship experience and supervision hours. When extenuating circumstances occur that deter a student from achieving the required number of hours within normal time parameters, a student may be able to continue accumulating hours and attending mandated university supervision for additional terms. The Internship Supervision Continuation course awards no academic credit, but allows a student to remain a registered student of the university while completing their internship supervision hour requirements. Prerequisite(s): The first time a student registers for this course they must have masters standing, consent of instructor, and prior registration in the internship courses required for this degree. Students wishing to register for a second or third quarter of this course must petition the CHS Department. Co-requisite(s): Student must continue to attend supervision part of class and meet all other HSC581, HSC582 or HSM 581, HSM582, HSM 583, HSM584, HSM585 class expectations. 0 semester hours

HSM 594 - Independent Study/Human Services

Independent studies offering for Graduate level Human Service students. Permits the student to design and undertake individual study and research
in an area approved by the instructor. Topics and depth of study will vary according to the student interest and amount of credit. Prerequisite: Admission to the Graduate Program and Instructor’s Approval. 1-3 semester hours

**HSM 595 - Special Topics/Human Services**

Special Topics courses are developed to address advanced graduate student interest and needs in the area(s) of specialty focus study. Course may be registered for more than once as the topical content varies each time offered. 1 - 3 semester hours.

**HSS - Human Services Substance Abuse**

**HSS 534 - 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.

**IDS - Interdisciplinary Studies**

**IDS 515 - Overview of the NBPTS and Planning for Related Instructional Activities**

This course inducts educators into the process of NBPTS candidacy. Examination of available certificates and the NBPTS core propositions and standards begin the journey. Instructional practices that support the four entries and six assessment center tasks are explored. Discussions of suitable classroom practices and activities to the candidacy requirements of the various certificates build the foundation for continued growth and advancement through the process. Prerequisite(s): Three years of teaching experience, a current teaching license if the teacher is in a school where licensure is required, and completion of the formal requirements for securing a candidate number from NBPTS. 3 semester hours.

**IDS 516 - Preparation of Entries for NBPTS**

This course expands the candidates’ capacity in observation, interpretation and analysis. In videotape sharing, candidates enact lessons, implement instructional strategies, focus on student learning in large and small group settings and present evidence of student growth in the content being featured. In the analysis of student work, candidates demonstrate their knowledge of developmental stages of learning, their interventions when they observe miscues or misconceptions, and their reflections on the work being evidenced. Prerequisite(s): Three years of teaching experience, a current teaching license if the teacher is in a school where licensure is required, and a secured candidate number from NBPTS. 3 semester hours.

**IDS 517 - Portfolio Entries and Assessment Center Preparation for NBPTS**

As a continuation of the previous course, students will complete their work for the remaining entries in anticipation of submission to NBPTS. Candidates will continue to expand their content knowledge, examine current trends and topics in their fields, and exchange techniques and strategies in anticipation of the six assessment center exercises. They will construct a conceptual framework to situate their practice, their assessment of student progress, and design for instruction. This exploration will equip candidates to analyze assessment prompts, determine significant information, and write coherent responses. Prerequisite(s): Three years of teaching experience, a current teaching license if the teacher is in a school where licensure is required, and completion of the formal requirements for securing a candidate number from NBPTS. IDS 517 or consent of instructor. 3 semester hours.

**IDS 518 - Advanced Candidacy for NBPTS**

Advanced (retake) candidates are advised to evaluate their previous National Board for Professional Teaching Standards scores, determining which entries or assessment center activities should be redone. This course guides the candidates in revisiting the standards and requirements of their certificate. They will be mentored in determining the shortcomings of their previous submissions and assisted in preparation of a more accomplished entry or entries. Prerequisite(s): Evidence of candidacy and previous scores from NBPTS. 3 semester hours.

**IDS 560 - 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

IDS 561 - 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

IDS 590 - Internship in Curriculum and Teaching

The Internship in Curriculum and Teaching is designed specifically for students enrolled in the Leadership in Curriculum and Teaching Educational Specialist Field Program. The internship is an integrated part of the intact group experience comprising one strand among several. Rather than a culminating experience, the internship is intended to parallel coursework in group theory, leadership, classroom culture, curriculum theory and evaluation, and staff development. Interns are encouraged to work collaboratively on meaningful projects intended to affect change in school policies and procedures. NLU faculty, school personnel associated with the internship site, and participating interns will be responsible for monitoring the internship. Each student in the Curriculum and Teaching Specialist Field Program is required to register for a total of nine semester hours. Prerequisites: Acceptance into the Curriculum and Teaching Educational Specialist Field Program and enrollment in Term 1. 1-4 semester hours. Variable credit per quarter.

INT 100 - 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. 1-2 quarter hours

INT 101 - Fast Forward Orientation

All incoming undergraduate NLU students are required to attend a Fast Forward orientation session prior to beginning their program. The session is loaded with information on how the academic program and all of NLU’s 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. Prerequisite(s): Admission to the University 0 credit hours

INT 310 - Research Methods in the Behavioral Sciences

Problem analysis, review and selection of appropriate data-gathering techniques, reporting system, and research design evaluation. Prerequisite: junior or senior standing. (May be used for Psychology, Human Services, Social Science and Health Studies credit.) 3-5 quarter hours Counts in the Behavioral Science or Social Science Area of General Education Requirements.


INT 315 - 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. 5 quarter hours Counts in the Behavioral Science or Social Science Area of General Education Requirements.


INT 400 - 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

**INT 420 - Dynamics of Significant Relationships**

This course is an interdisciplinary study of significant relationship 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. 5 quarter hours Counts in the Behavioral Science or Social Science Area of General Education Requirements.


**INT 430 - 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

**INT 431 - Independent Inquiry in the Behavioral Sciences**

Students will plan and conduct a self-directed inquiry into a research question of interest. This inquiry will be guided by concepts presented and developed in Methods of Inquiry in the Behavioral Sciences. Prerequisite(s): Good standing in the Applied Behavioral Sciences Program; Successful completion of INT430. 2 quarter hours

**INT 519 - Principles and Methods of Group Communications**

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

**LAA - Art**

**LAA 101 - Art Appreciation I**

Provides a basic introduction to the understanding of art. The student will learn to analyze the formal structure and elements of design of various works of art and learn about the processes and tools involved in its creation. Emphasis will be placed on learning how to look at a wide variety of works of art, gain a visual vocabulary, and examine the relationship of form and content. Prerequisite(s): none 2 quarter hours Counts in the Fine Arts or Humanities Area of General Education Requirements.


**LAA 102 - Art Appreciation II**

Examines the understanding of art with an added emphasis on themes in world art, and a focus on the intersection of art and history. Major art historical movements will be discussed along with an overview of the history of museum display to explore issues of context and authenticity. Prerequisite(s): none 3 quarter hours Counts in the Fine Arts or Humanities Area of General Education Requirements.


**LAA 110 - 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. 2 quarter hours Counts in the Fine Arts Area of General Education Requirements.

Distribution: GenEd-Fine Arts.

**LAA 200 - Arts in Chicago**

This course will provide an introduction to the arts through an understanding of how art and music work. This course will provide opportunities for self-guided explorations of the arts within diverse cultural contexts. Examining a variety of individual works within a range of contexts, students will learn to identify different aspects of artistic experience, and will gain a vocabulary to expand visual perception and increase listening skills. Counts in the Fine Arts
Area of General Education Requirements. 
Prerequisite(s): None. 5 quarter hours 
Distribution: GenEd-Fine Arts.

LAA 300 - Ceramics 
Fundamental concepts in design and production of pottery and ceramics 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. 2-5 quarter hours Counts in the Fine Arts Area of General Education Requirements. 
Distribution: GenEd-Fine Arts.

LAA 301 - 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 
Distribution: GenEd-Fine Arts.

LAA 302 - Drawing 
Students study and practice fundamental drawing and compositional concepts; basic drawing materials explored; drawing from observation and imagination included. Individual potential emphasized. 2-5 quarter hours Counts in the Fine Arts Area of General Education Requirements. 
Distribution: GenEd-Fine Arts.

LAA 303 - 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 2-5 quarter hours Counts in the Fine Arts Area of General Education Requirements. 
Distribution: GenEd-Fine Arts.

LAA 304 - Mixed Media 
Exploration of various traditional and nontraditional materials in two- and three-dimensional formats. Examples: drawing, painting, fiber, clay, and others. 2-5 quarter hours Counts in the Fine Arts Area of General Education Requirements. 
Distribution: GenEd-Fine Arts.

LAA 305 - 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 fiber, clay, plaster, wood, fiberglass, and acrylic. 2-5 quarter hours Counts in the Fine Arts Area of General Education Requirements. 
Distribution: GenEd-Fine Arts.

LAA 306 - 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. 2-5 quarter hours Counts in the Fine Arts Area of General Education Requirements. 
Distribution: GenEd-Fine Arts.

LAA 310 - Mexican Art 
Introduction to the history of Mexican Art through an anthropological examination of the religions, myths, histories, and artifacts created by the indigenous people of Mexico from the Preclassic Period (200 B.C. - 300 A.D.) to the modern era. 2-5 quarter hours Counts in the Fine Arts or Humanities Area of General Education Requirements. 

LAA 320 - 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. 2-5 quarter hours Counts in the Fine Arts or Humanities Area of General Education Requirements. 

LAA 321 - 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. 2-5 quarter hours Counts in the Fine Arts or Humanities Area of General Education Requirements. 

LAA 322 - 19th and 20th 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 contexts, including political events, economic trends, and technological advances of the time. Emphasis on the contributions of specific artists. Gallery and museum trips included. 2-5 quarter hours Counts in the Fine Arts or Humanities Area of General Education Requirements.


**LAA 323 - 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. 2-5 quarter hours Counts in the Fine Arts or Humanities Area of General Education Requirements.


**LAA 490 - 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. Specific topics may count in different areas of art. Prerequisite(s): Graduate standing for graduate credit. 1-6 quarter hours (UG) OR 1-3 semester hours (GR)

**LAA 495 - Art Special Topic**

Topics offered will reflect the current interest of the 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. Prerequisite(s): Graduate standing for graduate credit. 1-6 quarter hours/ 1-3 semester hours

**LAE - English**

**LAE 100A - Strategies for Effective Writing**

Basic writing skills are taught in this course. Emphasis is placed on topic selection, organizing ideas, and grammar. Student awareness of strengths and weaknesses is increased to encourage the use of self-monitoring strategies, e.g., editing, drafting and proofreading. This course is designed for students preparing to enter the required English Department composition courses or for anyone wishing to build self-confidence in writing abilities or to successfully complete writing projects. This developmental course can only be used for elective credit. Prerequisite(s): Writing placement. Co-requisite(s): None. 5 quarter hours

Distribution: Developmental Course.

**LAE 101 - English Composition I**

This is the first course in a two-term sequence of composition courses. It focuses on expository, illustrative, and persuasive writing with emphasis on the short essay. It includes an introduction to research and documentation. The class time is equally split between the classroom and online work. Counts in the Written Communication Area of General Education Requirements. Prerequisite(s): Placement 5 quarter hours

Distribution: GenEd-Written Communication.

**LAE 102 - English Composition II**

This is the second in a sequence of composition courses. Students will continue to practice expository writing, persuasive writing and research work. The class time is equally split between the classroom and online work. Counts in the Written Communication Area of General Education Requirements. Prerequisite(s): LAE101 or equivalent 5 quarter hours

Distribution: GenEd-Written Communication.

**LAE 120 - Essentials of Composition**

This course provides instruction and practice in expository, illustrative, and persuasive writing with an emphasis on the process involved in writing clear, expressive text that aims to communicate effectively with a specific audience. The major focus is on how rhetorical considerations inform the writing process and how the decisions a writer makes with respect to purpose, audience, organization, information, and style affect the effectiveness of the written communication. Students will examine and practice editing and revising techniques and learn to improve their writing by completing multiple drafts of essays. Prerequisite(s): Placement 5 quarter hours Counts in the Communications Area of General Education Requirements.

Distribution: GenEd-Written Communication.

**LAE 125 - Fundamentals of Research Writing**

Provides instruction and practice in the process of writing from research. The focus is on formulating and narrowing research topics, discovering and evaluating primary and secondary research sources, and interpreting and communicating findings in a coherent, accurate, readable form. Students will learn the particular writing skills that inform research-based written communication. Discussions and exercises related to the ethical dilemmas inherent in using source material, the advisability of extracting and using information from the World Wide Web, the ways to mine online databases, and the necessity of correctly documenting sources will prepare the student for writing from research. Prerequisite(s): Placement 5 quarter hours Counts in the
Communications Area of General Education Requirements.

Distribution: GenEd-Written Communication.

**LAE 210 - Writing in the Workplace**

Students will learn the specific writing skills necessary for effective written communication in workplace settings. Designed for, but not limited to, business executives, supervisory personnel, and educators whose current or future workplace responsibilities require correspondence using email, memos, letters, proposals, reports, Web postings, instant messaging, and blog entries. Students will apply the rhetorical elements of audience, purpose, style, and presentation to successful business writing and will consider the importance of ethical and collaborative writing for job-related tasks. Counts in the Written Communication Area of General Education Requirements. Prerequisite(s): Placement. 5 quarter hours

Distribution: GenEd-Written Communication.

**LAE 301 - 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. 2-5 quarter hours Counts in the Written Communication Area of General Education Requirements.

Distribution: GenEd-Written Communication.

**LAE 302 - 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. 5 quarter hours

**LAE 304 - Advanced Written Communication**

Students learn to distinguish between various forms of fiction and nonfiction writing by analyzing exemplary writing in both areas and by developing papers on the same general subject approached in various ways. Journalism, feature writing, memoir, and writing with a marketing perspective are some forms sampled in the area of nonfiction. Short stories, plays, screenplays are discussed and tried in the fiction realm. Prerequisite(s): ENG101 and ENG102 or equivalent 5 quarter hours

**LAE 305 - Advanced Studies in British Literature: Beginning to 1750**

Students will study important British authors from the beginnings with Beowulf to 1750, focusing on selected major figures in both poetry and prose. Writers from the Early and Later Middle Ages might include the Beowulf Poet, Chaucer and Malory, among others. Renaissance writers might include Sidney, More, Hoby, Donne and Milton, among others. Restoration and later writers might include Dryden, Pope, Swift and Johnson, among others. Counts in the Humanities or Literature area of General Education Requirements. Prerequisite(s): LAE101 and LAE102, or equivalent 5 quarter hours

Distribution: GenEd-Humanities Literature Elective.

**LAE 306 - Advanced Studies in British Literature: 1750-1900**

Students will study important British authors from 1750-1900, focusing on selected major figures in either poetry or the novel. Possible writers might include the Romantic poets, such as Wordsworth, Coleridge, Keats, Shelley and Byron, among others. Novelists might include Austen, the Bronte sisters, Dickens, Hardy, Conrad, among others. Counts in the Humanities or Literature area of General Education Requirements. Prerequisite(s): LAE101 and LAE102 or equivalent 5 quarter hours

Distribution: GenEd-Humanities Literature Elective.

**LAE 307 - Literature for Children**

A general overview recommended for students entering the teaching profession. Survey of best of the old and new in prose and verse form the nursery level through elementary grades. Techniques of presentation are discussed. Major emphasis on content and quality of literature. Prerequisite: LAE102 or equivalent. 5 quarter hours Counts in the Humanities or Literature Area of General Education Requirements.

Distribution: GenEd-Humanities Literature Elective.

**LAE 308 - 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. 5 quarter hours Counts in the Humanities or Literature area of General Education Requirements.

Distribution: GenEd-Humanities Literature Elective.

**LAE 309 - Minority Voices in American Literature**

A study of important literacy 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.
LAE 312 - Poetry
Examination of poetry as a literary genre through critical analysis. Prerequisite: LAE102 or equivalent. 5 quarter hours Counts in the Humanities or Literature area of General Education Requirements.
Distribution: GenEd-Humanities Literature Elective.

LAE 313 - 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 5 quarter hours Counts in the Humanities or Literature area of General Education Requirements.
Distribution: GenEd-Humanities Literature Elective.

LAE 314 - 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. Prerequisite(s): LAE102 or equivalent 5 quarter hours Counts in the Humanities or Written Communication Area of General Education.
Distribution: GenEd-Humanities GenEd-Written Communication.

LAE 315 - 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 film will be screened and discussed: Intolerance, Metropolis, Citizen Kane, My Darling Clementine, Shoot the Piano Player, The Seventh Seal and 8 1/2 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. 5 quarter hours Counts in the Humanities Area of General Education.
Distribution: GenEd-Humanities.

LAE 317 - Editing Basics
Students attack the practical skills that an editor needs to clearly, confidently, and correctly edit another person's copy. Editing assignments focus on finding and fixing errors. Students sharpen grammar and style, learn to gracefully shorten someone else's writing, and learn conventional editing symbols. They report on editing "bloopers" that they find published on paper or on the Internet. Prerequisite(s): English 101 and 102 or equivalent. 5 quarter hours

LAE 340 - 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". 5 quarter hours Counts in the Humanities or Literature area of General Education Requirements.
Distribution: GenEd-Humanities Literature Elective.

LAE 405 - Advanced Studies of American Literature: Beginning-1900
Students will study American authors from the beginning to 1900, focusing on selected major figures in either poetry or the novel. Writers such as Hawthorne, Melville, Cooper, Dickinson, Poe and Whitman are among those considered, although the list of writers studied may vary from term to term. Counts in the Humanities or Literature area of General Education Requirements. Prerequisite(s): LAE101 and LAE102 or equivalent 5 quarter hours/3 semester hours
Distribution: GenEd-Humanities Literature Elective.

LAE 406 - Advanced Studies of American Literature: 1900-1950
Students will study American authors from 1900-1950, focusing on selected major figures in either poetry or the novel. Novelists such as Wharton, Lewis, Hemingway, Fitzgerald, Faulkner, Steinberg and Wright, and poets such as T.S. Eliot, are among those considered, although the list of writers studied may vary from term to term. Counts in the Humanities or Literature area of General Education Requirements. Prerequisite(s): LAE101 and LAE102 or equivalent 5 quarter hours/3 semester hours
Distribution: GenEd-Humanities Literature Elective.

LAE 407 - American Writers: 1945-1970
A survey of the best and most influential writers following World War II and continuing through to the close of the turbulent sixties. Includes primarily
fiction writers such as Mailer, O'Hara, Salinger, Cheever, Updike, O'Connor, Baldwin, Kesy, Heller, Roth, Bellow, Malamud and Nabokov. Takes a look at the stunning contrasts between the fifties and the sixties, politically, socially, ethically, aesthetically, and psychologically. Prerequisite(s): LAE101 and LAE102. 5 quarter hours OR 3 semester hours Counts in the Humanities or Literature area of General Education Requirements.

Distribution: GenEd-Humanities Literature Elective.

LAE 410 - 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. Counts in the Humanities or Literature area of General Education Requirements. 5 quarter hours OR 3 semester hours

Distribution: GenEd-Humanities Literature Elective.

LAE 412 - Introduction to Writing Poetry
Online course focusing on basic techniques of creative writing of poetry and responding to poetry. Wide reading from internet and print sources expected as a stimulus to creative expression. Prerequisite(s): LAE102 or equivalent; completion of needed developmental coursework 5 quarter hours or 3 semester hours

LAE 413 - Reading and Writing the Short Story
Students read and discuss a variety of outstanding examples of the short story form as potential models for their own writing. In the process, they write and then revise one short story of their own. Using a writing workshop framework, students do close reading and discussion of their peers' work and make suggestions for revisions. Counts in the Written Communication Area of General Education Requirements. Prerequisite(s): Senior standing or graduate status. 5 quarter hours or 3 semester hours

Distribution: GenEd-Written Communication.

LAE 414 - Writing and Reading Oral History
(formerly LAE506) Oral history constitutes the accounts of personal and public events as told by ordinary people. Students learning 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): LAE101 and LAE102 5 quarter hours OR 3 semester hours

LAE 416 - Women's Lives into Literature
Women's Lives into Literature examines the process of transforming life experience into fiction, plays and poetry- what is left out, what is added, how elements are altered, considering the special skills of each writer. The historical context and specific cultural influences on American writers of the late nineteenth and twentieth centuries will be considered using the works of Kate Chopin, Charlotte Perkins Gilman, Sylvia Plath, Lillian Hellman, Lorraine Hansberry and Wendy Wasserstein. Prerequisites: Admission to the Master of Science in Written Communication or Consent of the Instructor. 5 quarter hours OR 3 semester hours. Counts in the Humanities or Literature area of General Education Requirements.

Distribution: GenEd-Humanities Literature Elective.

LAE 417 - 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

LAE 434 - 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. 5 quarter hours OR 3 semester hours Counts in the Humanities or Literature area of General Education Requirements.

Distribution: GenEd-Humanities Literature Elective.

LAE 450 - 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. 3 semester hours

LAE 455 - Latino Literature in the United States
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 SPAN455) Prerequisite(s): Dept Lang Stud (for Spanish majors) - SPAN320, SPAN325, SPAN330, SPAN415, and SPAN450, or consent of the department. English and Philosophy - LAE101, LAE102, or consent of the department.
Counts in the Humanities Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Humanities.

**LAE 459 - Online Publishing: Writing for the Web**

This online course introduces successful web writing, designing and online publishing. Students will learn to write their own news stories that grab the viewers’ attention and then master the art of connecting shorter pieces to an articulate article that packs all the in-depth details with supporting images. Students will be guided to building their own attractive websites. They will practice writing straight-to-the-point copy that clicks through to neighboring pages where they will explain content in more detail.
Finally, students will develop their own blogs and share their unique and relevant topics online. They will share their stories with the world and get people excited to share their ideas as well. Prerequisite(s): LAE101, and LAE102, or equivalent for in the BA Liberal Arts Studies and BA ELED for the English Major students. No prerequisites for graduate students. Co-requisite(s): None 5 quarter hours/3 semester hours

**LAE 460 - Editing for Publication**

Students polish the practical skills that an editor needs to edit clearly, confidently, and correctly. Students will sharpen grammar and style, learn conventional editing symbols and methods to trim a story for content or space. Writing assignments focus on finding and fixing errors. The goal for students is to become their own editors for their own work and to become qualified to be "last read" on a professional paper/publication. Prerequisite(s): LAE101 and LAE102. 5 quarter hours OR 3 semester hours

**LAE 461 - Writing Promotional and Advertising Copy**

A course taught by professionals in the field of advertising and promotion. Students receive coaching and practice in writing spots for radio and television, as well as layout and design for print media and direct mail. Public relations strategies are introduced: how advertising builds and communicates the corporate image. Available markets for writers will be explored. Speakers will discuss working for agencies and writing freelance. 3 semester hours

**LAE 465 - 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." 3 semester hours

**LAE 486A - Workshop/English/Rare Books at the Newberry Library**

Students will meet in the Collections Room of the Newberry Library, 60 W. Walton, Chicago, IL. They will examine first-hand several seminal texts in English literature in their first or very early editions. Examples of texts include: Malory’s "Morte d’Arthur" (1485); Chaucer’s "Canterbury Tales" (1490); "First Folio" edition of Shakespeare (1623); Jonathan Swift’s "Gulliver’s Travels" (1726); Samuel Johnson’s "Dictionary" (1773); Other magnificent rarities. Prerequisite(s): None 2 quarter hours OR 1 semester hour

**LAE 486B - Workshop/Writer’s Week Workshop**

Writer’s Week Workshops are a series of sessions with outstanding writers in a variety of writing areas, including creative nonfiction, biography, screenwriting and writing children and young adult books. Each writer will discuss his/her methods of developing a significant work. Students will submit brief samples of their work in the relevant writing area for discussion and revision. Prerequisite(s): Graduate status or permission of the instructor 1 semester hour or 2 quarter hours

**LAE 490 - 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

**LAE 495 - 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

**LAE 499 - 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. 3-5 quarter hours/1-3 semester hours

**LAE 500 - Advanced Expository Writing**
A wide-ranging course to develop techniques which increase clarity, interest, cogency, and coherence. Exercises in and out of class lead students to grace and style, sometimes through techniques of style analysis and modeling. Writer flexibility is encouraged by creating a diversity of tasks and imaginary audiences. Basic plagiarism and copyright guidelines are reviewed. 3 semester hours

**LAE 501 - Writing from Reading: Incorporating Research into Nonfiction Articles, Books, and Reports**

Reader interest, organization and clarity are the primary concerns, as students write nonfiction material relying upon previously published information. Feature material, in-depth articles and books, as well as reports, reviews, summaries, and research projects based on background reading are the major focus. Students learn correct methods of documentation and the laws that apply. Students become familiar with what many staff (and freelance) writers do for a living. This is a writing-intensive course. Prerequisite(s): Graduate student status or permission of instructor 3 semester hours

**LAE 502 - 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

**LAE 503 - 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

**LAE 504 - 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

**LAE 510 - 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

**LAE 512A - Professional Writer I**

A course dealing with the practical side of professional writing: career opportunities for the staff writer and publishing opportunities for the freelancer. Students learn manuscript forms, survey available markets, discuss where professional writers get their "ideas" from, etc. Course also covers pay scales for writers, copyright laws, liability laws, and income tax tips. This course is usually offered in modules of one semester hour each in fall, winter, spring. LAE512A, LAE512B, LAE512C. 1 semester hour

**LAE 512B - Professional Writer II**

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

**LAE 512C - Professional Writer III**

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

**LAE 515 - 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

LAE 516 - 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): None. Co-requisite(s): None. 3 semester hours

LAE 517 - 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

LAE 518 - 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

LAE 520 - Teaching Freshman English Composition

An examination of the ways in which writers tell stories, to the strategies needed to teach general studies 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

LAE 560RW - Theoretical Foundations of Reading and Writing

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 research that provides a foundation for those models and facilitates their application to the instructional delivery of reading and writing at the postsecondary level. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

LAE 561RW - Making the Reading and Writing Connection at the Post-Secondary Level

This course explores the significance of making the reading and writing connection across the postsecondary curriculum through metacognitive model where the student learns through his/her own reading and writing experiences. These experiences become the foundation for an instructional model appropriate for adult learners. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

LAE 562RW - Strategies for Teaching Reading and Writing at the Post-Secondary 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 settings. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

LAE 563RW - Analysis and Assessment of Reading Comprehension and Writing at the Post-Secondary Level

Compares/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. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

LAE 592 - 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

LAE 594 - Independent Study/English
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

LAE 595 - Special Topics/English
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

LAE 599 - 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

LAE 599X - 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

LAH - Philosophy

LAH 110 - 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. 5 quarter hours Counts in the Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities.

LAH 120 - 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

Distribution: GenEd-Humanities.

LAH 305 - Philosophy of Values and Ethics
Philosophy of Values and Ethics will center on ways students can apply ethical traditions to concrete large-scale ethical problems. The course will explore the fundamental framework of ethical dilemmas of moral choice, the moral implications of decision making and personal integrity. Students will be challenged to create their own ethical point of view through essential examination of ethical theories, case studies, readings and current world events. Philosophy of Values and Ethics will encourage students to think of further ways in which ethical thinking can be assessed and applied to influence their actions. Prerequisite(s): Good standing in the Applied Behavioral Sciences program. Co-requisite(s): none. 5 quarter hours

LAH 310 - Philosophy of Religion
Study of the nature of religious faith, belief, and language in relation to general methods of attaining meaning and knowledge. The relation of religious commitment to ethical obligations, general cultural values, and life's tragic elements. 5 quarter hours Counts in the Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities.

LAH 315 - Religions of the World
Survey of the major world religions; empirical study of beliefs, ritual, and ethical commitments within respective cultural contexts. Development of critical principles of structure study. 5 quarter hours Counts in the Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities.

LAH 320 - Philosophy of Death and Dying
An inquiry into the following themes pertaining to death and dying; (a) historical and contemporary interpretations; (b) emotional and social patterns that compose human treatments of death and dying; (c) the development of a personal philosophy that
relates death and the arts of living; (d) the relations between pertinent professionals and dying and/or bereaved clients. 5 quarter hours

Counts in the Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities.

**LAM 325 - 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 better prepare to assist their patients who have had a near-death experience.

Prerequisite(s): Admission to National-Louis University 5 quarter hours (Also offered as AHG325)

Counts in the Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities.

**LAM 490 - Philosophy Independent Study**

Counts in the Humanities Are of General Education requirements. 2-5 quarter hours

**LAM 495 - Philosophy Special Topics**

A philosophy offering of special interest to be studied in depth. May be registered for more than once, since the topic varies each term. 2-5 quarter hours

**LAM - Mathematics/Quantitative Reasoning**

**LAM 100A - Prealgebra**

This developmental mathematics course focuses on basic mathematical principles and arithmetic operations. Topics covered include estimation, operations with fractions and decimals, percent, ratio, proportion, exponents, and an introduction to geometry and algebra. There is a major emphasis on translating word phrases and developing problem solving techniques. The use of appropriate technology is integrated throughout the course. This course earns non-mathematics elective credit toward a degree (subject to maximum quarter hour limit), but does not apply towards requirements in general studies or a math major, minor, or concentration. This course is taken on a Pass/No Credit basis. Prerequisite(s): Placement. 5 quarter hours

Distribution: Developmental Course.

**LAM 100B - Basic Algebra**

This developmental course in algebra skills includes rational number arithmetic, integer exponents, solutions of first degree equations and inequalities in one and two variables, polynomial operations, factoring, literal equations, radical expressions, and solutions of second degree equations. Problem solving techniques and appropriate technology are integrated throughout. The course is intended for students who lack credit in high school algebra or who need a review of algebra. The course earns non-mathematics elective credit (subject to maximum quarter hour limit), and does not apply towards requirements in general education or a math major, minor, or concentration. This course is taken on a Pass/No Credit basis. Prerequisite(s): Placement or LAM100A. 5 quarter hours

Distribution: Developmental Course.

**LAM 101 - Thinking Mathematically**

This course provides a rich immersion experience in thinking mathematically which builds on a student's previous high school mathematics. Students will be active learners who observe, ask questions, investigate, discover, formulate and test conjectures in solving problems, and communicate ideas and conclusions orally and in writing. Problems will build on topics from among algebra, geometry, probability, graphing, and statistics to develop flexible mathematical thinking. Intended for students who wish to become education majors, students will learn what it means to think mathematically in order to deepen their own understanding of mathematics and to help their future students think mathematically.

Counts in the Other Area of General Education requirements. Prerequisite(s): Passed LAM100B, or Math Placement into LAM110. 5 quarter hours

Distribution: GenEd-Other.

**LAM 106 - Basic Statistics**

This course provides an introduction to descriptive and inferential statistics for liberal arts, psychology, and human service students. Students learn how to think about statistical issues, analyze data, and use basic statistical methods with understanding while de-emphasizing mathematical computation. Topics include: experimental design, data distributions, graphing techniques, measures of central tendency and dispersion, the normal curve, correlation, regression, and hypothesis testing. A statistical calculator will be required for this course. This course counts in the Quantitative Reasoning area of general education. This course cannot be used to satisfy requirements or electives in majors, minors, or concentrations in mathematics. Prerequisite(s): Placement or LAM100B Basic Algebra. Students cannot receive credit for both LAM109 Statistical Literacy and LAM106 Basic Statistics or both
LAM109 Statistical Literacy and LAM216 Statistical Methods. 5 quarter hours

Distribution: GenEd-Quantitative Reasoning.

**LAM 107 - 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, spread sheets, word processing, and software selection through extensive demonstration and hands-on experience. Not used for math credit. Prerequisite(s): None. 2 quarter hours

**LAM 108 - 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. Prerequisite(s): None. 2 quarter hours

**LAM 109 - Statistical Literacy**

This course introduces statistical ideas needed by educated people in the twenty-first century. Students are presented with the basic language, symbols, and computational tools of data analysis to explore real-world problems. Use of statistical reasoning to gain insight and draw conclusions from observations is covered. Topics include: experimental design, displaying data, measures of center and spread, normal distributions, percentiles, simple linear regression and correlation, probability laws, and confidence intervals. Counts in the Quantitative Reasoning Area of General Requirements. This course cannot be used to satisfy requirements or electives in majors, minors, or concentrations in mathematics. Prerequisite(s): Placement or LAM100B Basic Algebra. Students cannot receive credit for both LAM109 Statistical Literacy and LAM106 Basic Statistics or both LAM109 Statistical Literacy and LAM216 Statistical Methods. 5 quarter hours

Distribution: GenEd-Quantitative Reasoning.

**LAM 110 - 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. 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. Counts towards the Quantitative Reasoning Area of General Education Requirements. Prerequisite(s): LAM100B. 5 quarter hours Counts in the Quantitative Reasoning Area of General Education Requirements.

Distribution: GenEd-Quantitative Reasoning.

**LAM 112 - Math Content for Teachers I**

This course focuses on mathematical reasoning and problem solving. It examines the underlying conceptual framework of the elementary mathematics topics of sets, number theory 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 Elementary Teacher Education. A weekly lab component is required. Counts in the Quantitative Reasoning Area of General Education. Prerequisite(s): LAM110 or LAM101, or placement. 5 quarter hours Counts in the Quantitative Reasoning Area of General Education Requirements.

Distribution: GenEd-Quantitative Reasoning.

**LAM 113 - Basic Applications of Math**

This course extends basic algebra skills to graphing relationships in two variables. It provides a bridge between basic algebra and intermediate algebra. The course develops the graphical, symbolic, and numerical approaches to problem-solving. Topics include: first and second degree equations and inequalities, integer and rational exponents, functions, and systems of equations. Emphasis is placed on developing graphing and algebraic skills in the solutions of problems. This course is not IAI transferable as a general education requirement. This course cannot be used to satisfy mathematics course requirements or mathematics course electives for majors, minors, or concentrations in mathematics. This course counts in the Quantitative Reasoning Area of General Education. Prerequisite(s): Placement or LAM100B Basic Algebra. Students cannot receive credit for both LAM113 Basic Applications of Math and LAM110 College Mathematics 5 quarter hours

Distribution: GenEd-Quantitative Reasoning.
LAM 115 - Quantitative Methods in Criminal Justice
This course provides a foundation in quantitative analysis of data and the application of these methods to criminal justice problems and related data. Topics include: representing and displaying data, measures of center and spread, normal, binomial, and Chi-square distributions, percentiles, linear regression and correlation, and statistical tests of significance. This course counts in the Quantitative Reasoning area of general education. This course cannot be used to satisfy requirements or electives in majors, minors, or concentrations in mathematics. Prerequisite(s): Placement or LAM100B. Students may not receive credit for more than one of these courses: LAM115, LAM106, LAM109, or LAM216. 5 quarter hours
Distribution: GenEd-Quantitative Reasoning.

LAM 130 - Mathematics in an Information Age
This course develops conceptual understanding and analytical skills dealing with quantities and their interrelationships using technology (calculators, computers) as a tool. The course includes representing and analyzing data using correlation and regression, the normal distribution and chi-square distribution, and statistical measures such as central tendency and dispersion. The course emphasizes the use of logical arguments; estimating, approximating, and judging the reasonableness of answers; graphing using polynomial equations; solving systems of equations and inequalities, and selecting and using appropriate approaches and tools in formulation and solution of real-world problems. This course applies toward the mathematics concentration. This course counts in the Quantitative Reasoning Area of General Education requirements. Prerequisite(s): LAM220 and LAM307. 5 quarter hours
Distribution: GenEd-Quantitative Reasoning.

LAM 213 - Math Content for Teachers II
This course focuses on mathematical reasoning and problem solving. It examines the underlying conceptual framework of the elementary mathematics topics of algebra and informal geometry, metric measurement, rational and real number operations, percent probability, and statistics. Estimation, models, graphs, and manipulatives are used in a variety of problem-solving situations. The two-course sequence of LAM112 and LAM213 is required for students in Elementary Teacher Education. A weekly lab component is required. Prerequisite(s): LAM110 (or LAM101), and LAM112. 5 quarter hours
Counts in the Quantitative Reasoning Area of General Education Requirements.
Distribution: GenEd-Quantitative Reasoning.

LAM 214 - Finite Mathematics
This course covers applied mathematical ideas for students in business, management, economics, social and life sciences with applications drawn from these fields. It includes topics such as linear equations and inequalities, determinants, matrices and matrix algebra, linear programming, simplex method, applications of matrices, combinatorics and probability theory, stochastic processes, game theory, Markov chains, and the mathematics of finance. This course applies toward the mathematics concentration. This course counts in the Quantitative Reasoning Area of General Education Requirements. Prerequisite(s): LAM220 (College Algebra) or placement or departmental approval or an ACT Math score of 26 or higher. 5 quarter hours
Distribution: GenEd-Quantitative Reasoning.

LAM 216 - Statistical Methods
Examination of the application of statistical description and inference in business, psychology, and science. Topics include: frequency distributions, graphing techniques, measures of central tendency and dispersion, normal distribution, correlations, regression, probability and sampling methods, hypothesis testing and decision making, t-tests and analysis of variance. This course does not apply toward the math concentration for education majors. Prerequisite(s): LAM110 or placement. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours
Distribution: GenEd-Quantitative Reasoning.

LAM 220 - 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(s): LAM110. 5 quarter hours
Counts in the Quantitative Reasoning Area of General Education Requirements.
Distribution: GenEd-Quantitative Reasoning.

LAM 225 - 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. 5 quarter hours
Counts in
the Quantitative Reasoning Area of General Education Requirements.

Distribution: GenEd-Quantitative Reasoning.

LAM 301 - 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. Prerequisite(s): LAM110, LAM112, and LAM213 required, LAM220 recommended. 5 quarter hours

LAM 303 - Computer Programming I

This course emphasizes the principles of programming digital computers in a higher-level language as applied to significant algorithms from mathematics. The course provides an introduction to computer programming design focusing on algorithm generation using pseudo code and flow charting, debugging, and elements of good programming style. It introduces data types, control structures, procedures and functions, recursion, arrays, files, structured program design and testing. The course has both a mathematical and a laboratory component. Students will write programs to solve problems from areas of number theory, algebra, geometry, probability, statistics, and calculus. This course applies toward the mathematics concentration. The course does NOT count in the Quantitative Reasoning Area of General Education requirements. Prerequisite(s): LAM220 - College Algebra or equivalent is required. One additional course from LAM307, LAM308, LAM309, or LAM312 is recommended. 5 quarter hours

LAM 305 - 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(s): LAM303 or equivalent. 5 quarter hours

LAM 307 - Investigatory Geometry and Measurement

This course investigates geometry and measurement and relates these to nature, art, and mathematical thought. Use of concrete materials and problem-solving techniques are included. Inductive approach provides students with another point of view as well as additional knowledge and skills. This course applies toward the mathematics concentration. This fulfills a general education requirement in quantitative reasoning. Prerequisite(s): LAM 213. 5 quarter hours. Counts in the Quantitative Reasoning Area of General Education Requirements.

Distribution: GenEd-Quantitative Reasoning.

LAM 308 - 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 or consent of the department. 5 quarter hours

Distribution: GenEd-Quantitative Reasoning.

LAM 309 - 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(s): LAM220. 5 quarter hours.

LAM 310 - 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. 5 quarter hours. Counts in the Quantitative Reasoning Area of General Education Requirements.

Distribution: GenEd-Quantitative Reasoning.

LAM 311 - Calculus I

This course examines the introductory topics of differential calculus. Topics include limits, continuity, interpretations of the derivative, and techniques of differentiation. The derivative is applied to the solution of problems of related rates, curve sketching, and optimization. Transcendental functions and their derivatives are included. This course applies toward the math major, minor, and concentration.
Prerequisite(s): LAM310 Precalculus or equivalent or departmental approval. 5 quarter hours

**LAM 312 - Calculus II**

This course examines the introductory topics of integral calculus. Topics include sequences, Riemann sums, and applications of the integral to finding the volume of solids of revolution, surface area, arc length, centroids, fluid pressure, and work. Techniques of integration are applied to transcendental functions, hyperbolic functions, and indeterminate forms. This course applies toward the math major, minor, and concentration. Prerequisite(s): LAM311 Calculus I or equivalent or departmental approval. 5 quarter hours.

**LAM 315 - History of Math: A Problem-Solving Approach**

This course provides a survey of the historical development of mathematics from early times to the present with a focus on problem-solving. Mathematical problems representative of significant contributions in numeration, algebra, geometry, combinatorics, and number theory are emphasized. Biographies of mathematicians focus on the type of problems solved and the methods of solutions employed with an examination of the historical context. This course applies toward the math major, minor, and concentration. Prerequisite(s): LAM112, LAM213, and a 200-level math course or equivalent or departmental consent. 5 quarter hours.

**LAM 320 - 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. 5 quarter hours.

**LAM 325 - 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(s): LAM214 or LAM220 or consent of department. 5 quarter hours.

**LAM 330 - 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. Prerequisite(s): LAM220 or consent of department. 5 quarter hours.

**LAM 403 - 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. Counts in the Quantitative Reasoning Area of General Education requirements. Prerequisite(s): LAM308 recommended and LAM311 required. 5 quarter hours

Distribution: GenEd-Quantitative Reasoning.

**LAM 405 - Geometry**

This course provides an advanced study of Euclidean geometry with an emphasis on formal proofs. Major concepts of Euclidean geometry and selected non-Euclidean geometries are examined. Theorems of the reals, incidence, congruence, distance, and triangles are proved using a variety of methods. Various interpretations of geometry through number and transformations of the plane are explored. This course applies toward the math major, minor, and concentration. Prerequisites: LAM307 recommended and LAM311 required or departmental consent. 5 quarter hours.

**LAM 410 - 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. Prerequisite(s): LAM312 or departmental consent. 5 quarter hours.

**LAM 450 - History of Mathematics for Teachers: Algebra and Geometry**
This course provides a study of the historical development of algebraic and geometric principles from the earliest civilizations. The mathematical emphasis will be on important theorems and emerging conceptual developments in algebra and geometry. A problem-solving approach will be used to focus on the mathematics of each historical development. Students will research the biographies and mathematical contributions of significant mathematicians in the development of algebra and geometry, analyze the contributions within historical, cultural, scientific and political contexts, and trace the solution of mathematical problems historically. Prerequisite(s): One upper level math course, one math for teachers course, or departmental consent. 5 quarter hours or 3 semester hours

**LAM 451 - History of Mathematics for Teachers: Probability and Statistics**

This course provides a study of the historical development of elementary counting techniques, permutations, combinations, probability and statistics from the earliest evidence to the present. The mathematical emphasis will be on important theorems and emerging conceptual developments in probability and statistics. A problem-solving approach will be used to focus on the mathematics supporting each historic development. Students will research the biographies and mathematical contributions of significant mathematicians. Students will analyze mathematical developments within historical, cultural, and political contexts and trace the solution of mathematical problems historically. Prerequisite(s): One upper level math course, one math for teachers course, or departmental consent. 5 quarter hours or 3 semester hours

**LAM 490 - Math for Teachers course**

Prerequisite(s): One upper level math course, one math for teachers course, or departmental consent. 5 quarter hours or 3 semester hours

**LAM 499 - Mathematics Seminar**

Library research and discussion is conducted on a selected problem area. Prerequisites: LAM220, consent of the instructor. 2-5 quarter hours

**LANG - Language**

**LANG 210 - Characteristics of Language in Culture**

In this course, students are introduced to the phenomenon of human language and the interconnectedness of language and culture. They engage in linguistic analysis of languages and their dialects. Students explore linguistic and cultural diversity, language acquisition, and contemporary approaches to language learning. Prerequisite(s): for non-native speakers of English, consent of the department. 5 quarter hours Counts in the Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities.

**LANG 400 - 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

**LANG 490 - Independent Study**

Students develop a project related to their acquisition of either a foreign language or ESL with faculty approval. 2-5 quarter hours or 1-3 semester hours Counts in the Humanities Area of General Education on a case-by-case basis.

**LANG 495 - Special Topic**

Students select topics of special interest for self-improvement in the areas of target language acquisition and cultural awareness. More than one registration is permitted since topics vary each term. 2-5 quarter hours OR 1-3 semester hours Counts in
the Humanities Area of General Education Requirements on a case-by-case basis.

LAN - Natural Science

LAN 102 - Medical Terminology

This course covers medical terminology used by health care professionals. Emphasis is placed on pronunciation and utilization in communication about diseases and body systems. This course is mandatory for entry into professional healthcare programs. Prerequisite(s): None 5 quarter hours

LAN 106 - Introduction to Scientific Thought

This course is a survey of the concepts and methods necessary to achieve basic science literacy. Topics include history and philosophy of science, differences between science and pseudoscience, differences between basic and applied science, methods of accessing scientific information, how to generate, test, and reject hypotheses, principles of sampling and experimental design, logic and pitfalls of statistical testing, and structure of scientific papers. Students are also introduced to several of the major paradigms of modern science, including plate tectonics, natural selection, the role of DNA in the cell and in inheritance, and Earth history. Laboratory (LAN106L). Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Credit cannot be received for both LAN106 and LAN107. Prerequisite(s): None 5 quarter hours

Distribution: GenEd-Laboratory Life Science.

LAN 107 - The Nature of Science

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. Students cannot receive credit for this course and LAN106. Counts in the Physical and Life Sciences area of general education as a Life Science. Cannot be used to satisfy requirements or electives in majors or minors or concentrations. Prerequisite(s): none 5 quarter hours

Distribution: GenEd-Life Science.

LAN 108 - Focus on the Solar System

This course covers the origin and evolution of the solar system, including the processes that created and shaped features of the Earth, its moon, and the other planets and their moons. Additionally, the origin and physical nature of comets and meteors; the birth, life, and projected death of the sun will be discussed. It does not count towards a major, minor or concentration in a natural science area, and is not open to Biology majors. Students may not receive credit for both LAN108 Focus on the Solar System and LAN354 Astronomy. This course counts in the Physical and Life Sciences Area of General Education as a Physical Science. Prerequisite(s): None. 5 quarter hours

Distribution: GenEd-Physical Science.

LAN 110 - 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. Credit cannot be received for both LAN110 and LAN215. Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Laboratory (LAN110L). Prerequisite(s): None 5 quarter hours

Distribution: GenEd-Laboratory Life Science.

LAN 150 - Survey of Physical Science

This course provides a survey of the physical sciences including: physics, astronomy, chemistry, geology, and meteorology. The basic knowledge in each area is discussed. Techniques of measurements and problem-solving are emphasized. Laboratory (LAN150L). Counts in the Physical and Life Sciences Area of General Education Requirements as a Physical Science. Prerequisite(s): LAM100B or equivalent or consent of instructor. 5 quarter hours

Distribution: GenEd-Laboratory Physical Sci.

LAN 200 - Anatomy and Physiology I

This course examines the histology of tissues and skin and the gross anatomy and physiology of the skeletal, muscular, nervous, sensory and endocrine systems. Laboratory (LAN200L). Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): LAN110 General Biology or consent of instructor. 5 quarter hours

Distribution: GenEd-Laboratory Life Science.

LAN 201 - Biology II

This course focuses on the diversity of life, its evolution, and ecology. The basic concepts addressed in General Biology LAN110 are applied to organisms. Plant and animal structure, function, and development, are emphasized and applied to understanding of the relationship between organisms and their environments. Lab: LAN201L. Prerequisite(s): LAN110 General Biology. 5 quarter hours
LAN 205 - Anatomy and Physiology II
This course complements LAN200. It focuses on the gross anatomy and physiology of the circulatory, respiratory, digestive, immune, excretory, and reproductive systems. Laboratory (LAN205L). Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): LAN110 or consent of instructor 5 quarter hours
Distribution: GenEd-Laboratory Life Science.

LAN 210 - Laboratory Methods
This is 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. Laboratory only. Counts in the Physical and Life Sciences Area of General Education Requirements. Prerequisite(s): LAN110, LAN250/250L, or consent of instructor. 1-5 quarter hours
Distribution: Science Elective-prereq req.

LAN 215 - Issues in Biology
This course provides an introduction to a variety of topics in biology. Basic principles such as the scientific method, classical and molecular genetics, cloning health, global and environmental concerns are discussed. These enable the exploration of the scientific basis of current issues. This course cannot serve as a prerequisite to other biology courses. Credit cannot be received for both LAN215 and LAN110. Cannot be used to satisfy requirements or electives in majors or minors in any natural science field. Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Laboratory: LAN215L. Prerequisite(s): None Co-req (LAN215L). 5 quarter hours
Distribution: GenEd-Laboratory Life Science.

LAN 220 - Infectious Diseases
This course introduces students to 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. Credit cannot be received for both LAN220 and LAN412. Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): LAN110, LAN215 or equivalent 2 quarter hours
Distribution: GenEd-Life Science.

LAN 225 - Human Impact on the Environment
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. Students cannot receive credit for this course and LAN300 Ecology and Conservation. Counts in the Physical and Life Sciences area of general education as a Life Science. Cannot be used to satisfy requirements or electives in majors or minors or concentrations in Natural Science. Prerequisite(s): None. 5 quarter hours
Distribution: GenEd-Life Science.

LAN 230 - Conservation Biology
This course introduces the science of conservation through a focus on three northern Illinois ecosystems: forest, prairie, and wetland. For each ecosystem students learn the pertinent concepts in botany, population and community ecology, various techniques used in conservation, and an appreciation for the importance of each ecosystem and its native species. Activities include classroom instruction, visits to natural communities, and practice of conservation skills. The course counts in the Physical and Life Sciences Area of general education requirements as a Life Science. Includes laboratory (LAN230L). Prerequisite(s): LAN110 or as appropriate, or consent of instructor. 5 quarter hours
Distribution: GenEd-Laboratory Life Science.

LAN 250 - 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). Prerequisite(s): LAN100B or equivalent 5 quarter hours Counts in the Physical and Life Sciences Area of General Education Requirements.
Distribution: GenEd-Laboratory Physical Sci.

LAN 251 - General Chemistry II
Continuation of General Chemistry I LAN250. 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 5
quarter hours Counts in the Physical and Life Sciences Area of General Education Requirements.

Distribution: GenEd-Laboratory Physical Sci.

**LAN 256 - Science of Simple Machines**

This course presents a historical review of simple machines. It includes definitive discussions of wheel and axle (windlass), wedge, lever, pulley, inclined plane, screw, and gear, as well as determinations of their advantages and efficiencies. Not open to students with credit for LAN351. Laboratory (LAN256L). Counts in the Physical and Life Sciences Area of General Education Requirements as a Physical Science. Prerequisite(s): LAN110 3 OR 5 quarter hours

Distribution: GenEd-Laboratory Physical Sci.

**LAN 260 - 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, cosmetic and textiles are analyzed. Laboratory 5 quarter hours Counts in the Physical and Life Sciences Area of General Education Requirements.

Distribution: GenEd-Laboratory Physical Sci.

**LAN 300 - Ecology and Conservation**

This course covers the basic principles of the science of ecology at the physiological, population, community, and ecosystem level; application to problems in conservation. Field trips will be taken when possible. An independent research project is required for 5 quarter-hours credit. Fulfills the Physical and Life Sciences area of General Education as a Life Science. Laboratory LAN300L. Prerequisite(s): LAN110 3 OR 5 quarter hours

Distribution: GenEd-Laboratory Life Science.

**LAN 301 - Embryology**

This course covers the growth and differentiation of organisms during development from a zygote to maturity just prior to hatching or birth. The morphology, physiology, and genetic control of development will be discussed. Laboratory LAN301L. Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): LAN110 5 quarter hours

Distribution: GenEd-Laboratory Life Science.

**LAN 302 - Zoology**

This course covers the basic characteristics and phylogenetic relationships of the major animal phyla. Emphasis is placed on evolutionary trends throughout the kingdom. Laboratory (LAN302L). Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): LAN110 5 quarter hours

Distribution: GenEd-Laboratory Life Science.

**LAN 303 - Botany**

This course covers the basic principles of plant biology including evolution, taxonomy, morphology, physiology, and ecology. Laboratory LAN303L. Field trips if possible. Collection required. Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): LAN110 5 quarter hours

Distribution: GenEd-Laboratory Life Science.

**LAN 304 - Human Physiology**

This course covers 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 (LAN304L). Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): LAN110 5 quarter hours

Distribution: GenEd-Laboratory Life Science.

**LAN 305 - Animal Behavior**

This course is about 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 (LAN305L). Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): LAN110 3 or 5 quarter hours

Distribution: GenEd-Laboratory Life Science.

**LAN 306 - Microbes--Global Perspectives**

This course examines infectious diseases caused by bacteria, viruses or protozoa. The course includes the basic biology of microorganisms, how they differ, and how they cause disease. The transmission of diseases and their global spread is emphasized. This is a laboratory course. Students may not receive credit for this course and either LAN411 or LAN412. Counts in the Physical and Life Sciences Area of General
LAN 310 - History of Medical Science
This is an introductory course that surveys the worldwide history of medicine from ancient times to today, emphasizing the more recent practices in the U.S. Episodes in the history of medicine will be discussed to explore how major discoveries changed medicine and the view of health, and illness. Discoveries such as microorganisms, DNA function, advances in physiology, immunology, development of vaccines and various drugs, will be examined in view of how they changed the course of medicine and our understanding of diseases. Prerequisite(s): LAN110 General Biology. 5 quarter hours
Distribution: GenEd-Life Science.

LAN 315 - Bioethics
The course will examine the moral and ethical dilemmas created and intensified by recent advances in biomedical technology. It will focus on issues such as biomedical research and research subjects, informed consent, reproductive issues, genetic screening and counseling, genetic engineering, cloning, allocation of scarce resources, euthanasia and abortion. Case studies will be used to examine ethical issues that arise within the medical, scientific communities, and the general public. Prerequisite(s): LAN110, LAE101, or equivalent coursework. 4 quarter hours

LAN 320 - 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
Distribution: GenEd-Life Science.

LAN 325 - Human Genetics
This course covers the basics of human genetics. It focuses on the various modes of inheritance, including recessive, dominant, X-linked, polygenic, mitochondrial, tri-nucleotide expansions and genetic imprinting. Major genetic-based human diseases will be discussed. The molecular basis of inheritance and most recent knowledge of the human genome will be incorporated into the course. Counts in the Physical and Life Sciences Area of General Education Requirements. Laboratory LAN325L. Prerequisite(s): General Biology LAN110 or equivalent. 5 quarter hours
Distribution: GenEd-Laboratory Life Science.

LAN 330 - Physical Geology
This course is 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 is placed on the process of identifying minerals and rocks. Laboratory (LAN350L). Counts in the Physical and Life Sciences Area of General Education Requirements as a Physical Science. Prerequisite(s): LAN150 or consent of instructor. 5 quarter hours
Distribution: GenEd-Laboratory Physical Sci.

LAN 335 - General Physics I
This course introduces students to basic physics principles. Topics covered include classical mechanics and thermodynamics, measurement, linear and rotational motion, simple harmonic momentum, gravitation, momentum, work, energy and energy conservation. The course is Algebra-based. Counts in the Physical and Life Sciences area of General Education requirements. Laboratory (LAN351L). Prerequisite(s): LAN220 or higher, or consent of instructor. 5 quarter hours
Distribution: GenEd-Laboratory Physical Sci.

LAN 342 - General Physics II
This course is a continuation of LAN351 General Physics I. Among the topics covered in this course are electricity and magnetism, light and sound, geometric optics, relativity, and nuclear physics. This course is Algebra-based. Counts in the Physical and Life Sciences Area of General Education requirements. Laboratory (LAN352L). Prerequisite(s): LAN220 (College Algebra) or higher and LAN351 OR LAN150, or consent of instructor. 5 quarter hours
Distribution: GenEd-Laboratory Physical Sci.

LAN 354 - Astronomy
This is a general astronomy course for non-science majors. The material presented in this course will include the following: planetary motion, origin of the solar system, a study of the planets and their moons, the sun, the nature of stars and their evolution, and galaxies. Laboratory (LAN354L). Counts in the
LAN 364 - Organic Chemistry I
Principles of carbon bonding, the naming of compounds, and 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. Prerequisite(s): LAN250, LAN251 (General Chemistry I and II) 6 quarter hours
Counts in the Physical and Life Sciences Area of General Education Requirements.
Distribution: GenEd-Laboratory Physical Sci.

LAN 363 - Organic Chemistry II
Continues Organic Chemistry I. Structure and reactivates of compounds, classes of reactions and their mechanisms, synthesis, retrosynthetic analysis, biological molecules. The lab section includes a variety of organic chemistry techniques for separation, purification, synthesis, and analysis. Prerequisite(s): LAN250, LAN251 (General Chemistry I II), LAN362 Organic Chemistry I 6 quarter hours
Counts in the Physical and Life Sciences Area of General Education Requirements.
Distribution: GenEd-Laboratory Physical Sci.

LAN 364 - 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. Chemical calculations and statistical methods are applied to experimental design and to the analysis of experimental data. Laboratory LAN364L Prerequisites: LAN250 General Chemistry I and LAN251 General Chemistry II, or consent of the instructor. 5 quarter hours

LAN 366 - 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.
Counts in the Physical and Life Sciences Area of General Education Requirements as a Physical Science. Prerequisite(s): LAM100B or consent of instructor 5 quarter hours
Distribution: GenEd-Laboratory Physical Sci.

LAN 400 - Introduction to Pathology
This course provides an overview of human pathology, i.e., the causes, mechanisms, effects and patterns of disease. It introduces the common basic concepts and terminology that are applied to a variety of different pathological diseases. These include, among others, injury to cells and tissues, developmental disorders, inflammation and repair mechanisms, exposure to environmental substances (toxins, drugs), and neoplasia. Prerequisite(s): LAN200 or equivalent, LAN205 or LAN304 or equivalent, or consent of instructor. 5 quarter hours

LAN 401 - Introduction to Epidemiology
Epidemiology is the study of disease from a population perspective. This course will deal with both descriptive and analytical epidemiology. The course introduces historical and modern methods used to describe patterns of disease spread, morbidity, and mortality in human populations. It also covers analytical epidemiology, i.e., the design of epidemiologic studies and clinical trials, as well as methods for identifying associations between disease outcomes and hypothesized physiological, behavioral, genetic, and environmental risk factors. Application of epidemiological findings to public health policy, genetic screening, environmental policy, and some ethical issues will also be discussed. Prerequisite(s): LAN110 and LAN366 or LAN216. 5 quarter hours

LAN 407 - Introduction to Mycology
Lecture topics in this course include: classification, major subdivisions of fungi, morphology, nutrition, reproduction, cultural characteristics, and epidemiology. In addition, superficial and systematic mycotic infections, their epidemiology and antifungal agents used to treat them will be covered. Laboratory (LAN407L). Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): LAN110 5 quarter hours
Distribution: GenEd-Laboratory Life Science.

LAN 408 - Introduction to Parasitology
In this course students will study the taxonomy, anatomy and physiology, life cycles, epidemiology or geographical distribution of protozoal, helminthic and arthropod parasites. In addition, the diseases caused by human parasites will be learned. Specimen collection and microscopic and macroscopic techniques of recognition and identification of each parasite will be discussed. Laboratory (LAN408L). Counts in the Physical and Life Sciences Area of
General Education Requirements as a Life Science. Prerequisite(s): LAN110 5 quarter hours
Distribution: GenEd-Laboratory Life Science.

LAN 409 - 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 LAN409L. Counts in the Physical and Life Sciences area of General Education Requirements as a Life Science. Prerequisite: Grade of C or higher in LAN110; LAN100B or equivalent or higher math placement, or consent of the instructor. 5 quarter hours
Distribution: GenEd-Laboratory Life Science.

LAN 410 - 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 and LAN412 or consent of instructor. 1, 4 or 5 quarter hours Counts in the Physical and Life Sciences Area of General Education as a Life Science.
Distribution: GenEd-Life Science.

LAN 411 - Microbiology

This course provides an introduction to the biology of bacteria and viruses. Emphasis is placed on structure, physiology, genetics, growth, control and diversity of microorganisms. Standard laboratory procedures for microbiology are practiced. Laboratory (LAN411L). Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): LAN110 5 quarter hours
Distribution: GenEd-Laboratory Life Science.

LAN 412 - Medical Microbiology

This course serves as an introduction to the etiology, epidemiology, and immunology of microbes and their relationship to infectious diseases. Laboratory (LAN412L). Credit cannot be received for both LAN412 and LAN220. Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): LAN110, LAN411, or consent of instructor 3 or 5 quarter hours
Distribution: GenEd-Laboratory Life Science.

LAN 415 - Molecular Genetics

This course is an in-depth exploration of molecular genetics. Participants gain hands-on laboratory experience with molecular techniques and related information technologies. Core content topics include DNA structure and replication, gene expression and its regulation, molecular evolution, and data mining. Additional topics will be chosen from current literature according to the interests of the participants. Applications of biotechnology will be considered, including ethical issues and societal implications. Laboratory LAN415L. Prerequisite(s): LAN250 or LAN251 or equivalent; LAN409 or LAN325 Co-requisite(s): LAN415L 5 quarter hours

LAN 420 - Tropical Marine Biology

This course begins on campus with an introduction to the ecological phenomena and organisms found in and around coral reefs. The course culminates in a one week stay at a tropical research center located near the barrier reef in Belize. Students snorkel at 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 as a Life Science. For graduate credit, participants develop and share classroom activities that can be used to introduce marine biology to middle or high school students. Prerequisite(s): A course in general biology; graduate standing for graduate credit. 5 quarter hours or 3 semester hours
Distribution: GenEd-Laboratory Life Science.

LAN 421 - Prairie Ecology

This is a field-oriented introduction to ecological processes unique to tall grass prairie ecosystems. Special attention is given to pre-historical development of prairie, plant ecology, animal-plant interactions, soils, and prairie restoration. Participants conduct field experiments in local prairies and become familiar with important prairie species. Includes laboratory (LAN421L). For graduate credit, participants develop and share plans for classroom and field activities that can be used to introduce prairie ecology to middle or high school students. Prerequisite(s): A course in general biology; graduate standing for graduate credit. 5 quarter hours OR 3 semester hours

LAN 422 - Biological Evolution

This course covers the theory of biological evolution, the central paradigm of modern biology. Topics include the origin, history, and classification of living organisms, genetic variation, genetic drift, natural selection, speciation, and application of evolutionary
principles to agriculture and human health. Modern methods for testing microevolutionary hypotheses will be examined. Prerequisite(s): A course in general biology and a course in genetics. 5 quarter hours
Serves as a biology elective for undergraduate students majoring in Biology. For elementary education majors, it will count towards fulfillment of a concentration in Biology or Science. Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science.
Distribution: GenEd-Life Science.

LAN 425 - Biochemistry I

This course introduces the main biological molecules. Chemical structure and biological function of amino acids, proteins, carbohydrates, and lipids will be studied. Enzyme kinetics, mechanisms, and regulation will be explored. In addition biochemical pathways of fermentation and aerobic metabolism will be discussed. Model cell structures will include biological membranes. Laboratory (LAN425L). Prerequisite(s): LAN110 General Biology; LAN250 and LAN251 General Chemistry I and II; LAN 358 Survey of Organic Chemistry or LAN 362 Organic Chemistry I. 5 quarter hours

LAN 426 - Biochemistry II

This course is a continuation of LAN425 Biochemistry I. Metabolism is the main focus of this course. Topics included are lipid metabolism, photosynthesis, gluconeogenesis, nitrogen metabolism (catabolic and anabolic pathways of amino acids and proteins), hormones, and the regulation and integration of metabolism. Laboratory (LAN426L). Prerequisite(s): LAN110 General Biology; LAN250 and LAN251 General Chemistry I and II; LAN 358 Survey of Organic Chemistry or LAN362 Organic Chemistry I; LAN425/425L. Biochemistry I 5 quarter hours

LAN 430 - Cell Biology

The course addresses the main topics in modern cell biology: membranes, the cytoskeleton, transport, organelle structure and function, cellular regulation, and topics of interest to participants. The experimental basis of knowledge in cell biology is emphasized. Special attention is given to areas that have advanced rapidly in recent years, e.g. molecular motors, apoptosis, and cell signaling. Connections to cancer biology are explored. Prerequisite(s): LAN110 General Biology and one chemistry course. 5 quarter hours

LAN 435 - Virology

The study of animal viruses. The basic principles of virology are the core of this course. The course includes the basic biology of viruses, their mode of entry, replication, pathogenesis, and transmission. Viral diseases are discussed with emphasis on prevention and world-wide spread. Prerequisite(s): LAN110 or equivalent, LAN412 (Medical Microbiology) or equivalent, and LAN415 (Molecular Genetics) or equivalent. 5 quarter hours

LAN 490B - Independent Study—Biology

This course is designed for a student, with the assistance of the instructor, to select an experimental in-depth problem for research and report. Students will work under the direction of a faculty member. Students must obtain permission from a department faculty member prior to registration. Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): LAN110 1-5 quarter hours

Distribution: GenEd-Life Science.

LAN 490E - Independent Study—Earth Science

This course is designed for a student, with the assistance of the instructor, to select an experimental in-depth problem for research and report. Students will work under the direction of a faculty member. Students must obtain permission from a department faculty member prior to registration. Counts in the Physical and Life Sciences Area of General Education Requirements as a Physical Science. Prerequisite(s): LAN150 or other Earth Science course 1-5 quarter hours

Distribution: GenEd-Physical Science.

LAN 490P - Independent Study—Physical Science

The course is designed for a student, with the assistance of the instructor, to select an experimental in-depth problem for research and report. Students will work under the direction of a faculty member. Students must obtain permission from a department faculty member prior to registration. Counts in the Physical and Life Sciences Area of General Education Requirements as a Physical Science. Prerequisite(s): LAN150 or other Physical Science course. 1-5 quarter hours

Distribution: GenEd-Physical Science.

LAN 491 - Field Study of Ecological Communities

Students use modern techniques in community ecology to compare the complexity, food web structure, biodiversity, species composition, nutrient cycling, energy flow and other variables among natural communities in northern Illinois. Possible communities include various types of prairies, marsh, swamp, bog, dune, forest, river, lake, canyon, and/or quarry. Laboratory LAN491L. Fulfills the requirement of Physical and Life Science area of General Education as a Life Science. Prerequisite(s): LAN110 5 quarter hours
Distribution: GenEd-Laboratory Life Science.

LAN 495 - Science Special Topic
2-5 quarter hours

LAN 495B - Biology Special Topic
This course is a Biology topic of special interest that will be studied in depth. The course will cover any topic or topics in the fields of biological sciences which are not taught within the regular course offerings. The course may be registered for more than once, since topics vary each term. Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): LAN110 or as appropriate, or consent of instructor. 2-5 quarter hours

LAN 495E - Earth Science Special Topic
This course is an Earth Science topic of special interest that will be studied in depth. The course will cover any topic or topics in the fields of earth sciences which are not taught within the regular course offerings. The course may be registered for more than once, since topics vary each term. Counts in the Physical and Life Sciences Area of General Education Requirements as a Physical Science. Prerequisite(s): LAN110 or as appropriate, or consent of instructor. 2-5 quarter hours

LAN 495L - Special Topic Laboratory
0 quarter hours

LAN 495N - Environmental Science Special Topic
This course focuses on a topic in Environmental Science that will be studied in depth. The course will cover any topic or topics in the environmental sciences that is taught in less depth or not taught at all within the regular courses offered by the department. Because topics change from term to term, students may register for the course more than once. The course counts in the Physical and Life Sciences area of general education requirements as a Life Science, if the topic is broad enough. Prerequisite(s): LAN110 or as appropriate, or consent of instructor. 2-5 quarter hours

LAN 495P - Physical Science Special Topic
This course is a Physical Science topic of special interest that will be studied in depth. The course will cover any topic or topics in the fields of physical sciences which are not taught within the regular course offerings. The course may be registered for more than once, since topics vary each term. Counts in the Physical and Life Sciences Area of General Education Requirements as a Physical Science. Prerequisite(s): LAN150 or as appropriate, or consent of instructor. 2-5 quarter hours

LAN 499B - General Biology Seminar
This course is designed to give students the opportunity to apply scientific knowledge to a variety of topics that change from term to term. Students will be engaged in library research, discussions with peers and instructor, and fieldwork on current research. The activities utilize analytical and critical skills in scientific fields. Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): LAN110 and LAN250 or equivalent, or instructor’s permission. 3-5 quarter hours

LAN 499E - Earth Science Seminar
This course is designed to give students the opportunity to apply scientific knowledge to a variety of topics that change from term to term. Students will be engaged in library research, discussions with peers and instructor, and fieldwork on current research. The activities utilize analytical and critical skills in scientific fields. Counts in the Physical and Life Sciences Area of General Education Requirements as a Physical Science. Prerequisite(s): LAN110 and LAN150, or instructor’s permission. 3-5 quarter hours

LAN 499P - Physical Science Seminar
This course is designed to give students the opportunity to apply scientific knowledge to a variety of topics that change from term to term. Students will be engaged in library research, discussions with peers and instructor, and fieldwork on current research. These activities utilize analytical and critical skills in scientific fields. Counts in the Physical and Life Sciences Area of General Education Requirements as a Physical Science. Prerequisite(s): LAN110 and LAN150, or by instructor’s permission 3-5 quarter hours

LAP - Psychology/Behavioral Science

LAP 100 - General Psychology
This course provides students with an overview of fields of psychology including biological, social, developmental and adjutice aspects of behavior. Types of personality, perception, motivation, emotions, and social behavior will be discussed. This course is primarily for liberal arts students, but is open to all students. Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): none 5 quarter hours
Distribution: GenEd-Behavioral Science.

LAP 200 - Psychology of Development in the Infant/Toddler Years
The course emphasizes theory and research related to the development in the first three years of life.
Observations of infants and toddlers and their relationship to developmental expectations are discussed. Care giving, infant and toddler needs, and individual differences in family, hospital, and day care settings are examined. Developmental assessments and the nurturing of physical, social, emotional, and cognitive development of infants and toddlers are explored. (Developmental Psychology; Community Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): None 5 quarter hours


LAP 201 - Psychology of Early Childhood

This course will focus on the social, biological, and cognitive development during the first six years of life. Analysis, evaluation, and implications of relevant cognitive, social and self-theories and research will be covered. Case studies and observations of infants and children from birth through age eight will be an integral part of the course. (Developmental Psychology and Community Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): None 5 quarter hours


LAP 202 - Psychology of Middle Childhood and Adolescence

This course will focus on the social, biological, and cognitive development during the middle childhood and adolescent years. Analysis, evaluation, and implications of relevant cognitive, social and self-theories and research will be covered. Case studies and observations of children age six through adolescence will be an integral part of the course. (Developmental Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): none 5 quarter hours

Distribution: Developmental Psychology GenEd-Behavioral Science.

LAP 205 - Approaches to Psychology

This course explores the five major approaches to psychology: biological, behaviorist, cognitive, psychodynamic, and humanistic; providing a conceptual overview of psychology. The methods, theories, and assumptions of each approach are described and explored. This course fulfills the Behavioral Science Area of General Education requirements only for students in the accelerated degree completion programs, Applied Behavioral Science, Health Care Leadership, Bachelor of Science in Management, Bachelor of Science in Management Information Systems, and the Master of Arts in Teaching. Exceptions require Psychology Department approval. Prerequisite(s): Enrollment or pre-enrollment in Applied Behavioral Sciences, Health Care Leadership, and Bachelor of Science in Management degree completion programs, and the Master of Arts in Teaching. Traditional undergraduates may take the course only with the permission of the Psychology Department. 5 quarter hours

Distribution: GenEd-Behavioral Science.

LAP 206 - Psychology in Everyday Life

This course focuses on six areas of psychology and their relevance to everyday lives. Salient aspects of consciousness and memory, gender and sexuality, thinking, language, intelligence, motivation and emotion in everyday life will be described and explored. This course fulfills the Behavioral Science Area of General Education requirements only for students in the accelerated degree completion programs, Applied Behavioral Science, Health Care Leadership, Bachelor of Science in Management, Bachelor of Science in Management Information Systems, and the Master of Arts in Teaching. Exceptions require Psychology Department approval. Prerequisite(s): Enrollment or pre-enrollment in Applied Behavioral Sciences, Health Care Leadership, and Bachelor of Science in Management degree completion programs, and the Master of Arts in Teaching. Traditional undergraduates may take the course only with the permission of the Psychology Department. 5 quarter hours

Distribution: GenEd-Behavioral Science.
concepts and theories of the psychology of bargaining and negotiation will be explored along with the dynamics of interpersonal and intergroup conflict. This course fulfills the Behavioral Science Area of the General Education Requirements only for the students in the accelerated degree completion programs. Exceptions require Psychology Department approval. Prerequisite(s): Enrollment or pre-enrollment in the following accelerated degree completion programs or the M.A. Teaching: B.A. Applied Behavioral, B.A. Health Care Leadership, B.S. Management and B.S. Management Information Systems. Traditional undergraduates may take the course Department. Co-requisite(s): none. 5 quarter hour

Distribution: GenEd-Behavioral Science.

LAP 303 - Introduction to Psycholinguistics

This course introduces students to psycholinguistics: the study of how humans acquire, comprehend, produce, and use language. Topics will include the question of whether language is innate or learned, the mental processes involved in the acquisition, comprehension, and production of language, the relationship between language and thought, and the influence of language on cognitive development. (Developmental/Cognitive Psychology)

Prerequisite(s): One previous psychology course. Co-requisite(s): none. 5 quarter hours

Distribution: Cognitive Psychology Developmental Psychology.

LAP 305 - Memory and Cognition

This course explores basic concepts in theory and research in cognitive processes with an emphasis on human memory. Topics include learning, memory, perception, language, reasoning, problem solving and decision making. Also covered is an introduction to the broader field of cognitive science. (Cognitive Psychology) Counts in the Behavioral Science Area of General Education requirements. Prerequisite(s): One previous psychology course or consent of instructor. 5 quarter hours


LAP 306 - Theories of Personality

This course introduces students to the numerous viewpoints on the nature and development of personality. This will include various theories such as psychoanalytic, behaviorist, existential, interpersonal, humanistic, cognitive, biological/genetic and social. The techniques of personality assessment and psychotherapy will also be addressed. (Personality/Clinical Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): One previous psychology course. 5 quarter hours

Distribution: Clinical Psychology GenEd-Behavioral Science Personality Psychology.

LAP 307 - Abnormal Psychology

The focus of this class is to study the problems and theories of behavior pathology including the multiple factors of causation and characteristics of disorders as described in the Diagnostic and Statistical Manual of Mental Disorders (Currently DSM-IV-TR). Aspects of prevention and types of intervention, including psychotherapy, are included. (Personality/Clinical Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): LAP100 or equivalent 5 quarter hours

Distribution: Clinical Psychology GenEd-Behavioral Science Personality Psychology.

LAP 308 - Personality Theorists

This course introduces theorists and theories associated with four predominant areas of personality psychology. Theorists from the following four areas are discussed: psychodynamic, humanistic/existential, dispositional, and social learning. This course fulfills the Behavioral Science Area of General Education requirements only for students in the accelerated degree completion programs: Applied Behavioral Sciences, Health Care Leadership, Management, Management Information Systems, and the Master of Arts in Teaching. Exceptions require Psychology Department approval. 

Prerequisite(s): Enrollment or pre-enrollment in Bachelor of Arts in Applied Behavioral Sciences, Bachelor of Science in Health Care Leadership, Bachelor of Science in Management, Bachelor of Science in Information Systems degree completion programs, and the Master of Arts in Teaching.

Traditional undergraduates may take the course only with the permission of the Psychology Department. 5 quarter hours

Distribution: GenEd-Behavioral Science.

LAP 309 - Six Significant Principles of Social Psychology

This course explores six significant principles of social psychology and their application to contemporary life. It examines the importance of the social setting and interpersonal dynamics in understanding the social dimension of human thought, feeling and action. This course fulfills the Behavioral Science Area of General Education requirements only for students in the accelerated degree completion programs, Applied Behavioral Science, Health Care Leadership, Bachelor of Science in Management, Bachelor of Science in Management.
Information Systems, and the Master of Arts in Teaching. Exceptions require Psychology Department approval. Prerequisite(s): One previous psychology course. Enrollment or pre-enrollment in Applied Behavioral Sciences, Health Care Leadership, and Bachelor of Science in Management degree completion programs, and the Master of Arts in Teaching. Traditional undergraduates may take the course only with the permission of the Psychology Department. 5 quarter hours

Distribution: GenEd-Behavioral Science.

**LAP 310 - Introduction to Industrial/Organizational Psychology**

This course introduces students to the application of psychological theories and practice to organizational problems. Topics to be examined include employee selection, placement and training, job satisfaction, work motivation and performance, leadership, and organizational design and development. (Organizational Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): One previous psychology course. 5 quarter hours

Distribution: GenEd-Behavioral Science

**LAP 315 - Lifespan Development**

This class provides an examination of the biological, psychological, cognitive, physical and social aspects of the development of the human personality from the prenatal period through the end of life. Multiple theories of human development and current research topics are also discussed. (Developmental Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): LAP100 or equivalent 5 quarter hours

Distribution: Developmental Psychology

**LAP 316 - Emotional Intelligence**

This course presents the development and views of the concept of Emotional Intelligence. It examines the controversies that have emerged, the research that addresses these controversies and the measurement, relevancy and application of the concept to everyday life. This course fulfills the Behavioral Science Area of General Education requirements only for students in the accelerated degree completion programs, Applied Behavioral Science, Health Care Leadership, Bachelor of Science in Management, Bachelor of Science in Management Information Systems, and the Master of Arts in Teaching. Exceptions require Psychology Department approval. Prerequisite(s): One previous psychology course. Enrollment or pre-enrollment in Applied Behavioral Sciences, Health Care Leadership, and Bachelor of Science in Management degree completion programs, and the Master of Arts in Teaching. Traditional undergraduates may take the course only with the permission of the Psychology Department. 5 quarter hours

Distribution: GenEd-Behavioral Science.

**LAP 317 - Psychology of Happiness**

This course focuses on happiness defined by positive psychology as subjective well-being and optimal human functioning. The course will examine the relationship of emotions, affect, cognition, self-esteem, mindfulness, engagement and social relations to happiness. The course will also explore the measurement and enhancement of happiness. This course fulfills the Behavioral Science Area of General Education requirements only for students in the accelerated degree completion programs, Applied Behavioral Science, Health Care Leadership, Bachelor of Science in Management, Bachelor of Science in Management Information Systems, and the Master of Arts in Teaching. Exceptions require Psychology Department approval. Prerequisite(s): Enrollment or pre-enrollment in Applied Behavioral Sciences, Health Care Leadership, and Bachelor of Science in Management degree completion programs, and the Master of Arts in Teaching. Traditional undergraduates may take the course only with the permission of the Psychology Department. 5 quarter hours

Distribution: GenEd-Behavioral Science.

**LAP 320 - Psychological Assessment of the Young Child--Part I**

This course will provide an overview of observational techniques and research methods for children from birth through age six. Students will observe young children and conduct interviews with children, parents and teachers in field settings. The focus will be on the developmental expectancies in a multicultural society. (Personality/Clinical/Developmental Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): One developmental psychology course or consent of instructor. 2 quarter hours

Distribution: Clinical Psychology Developmental Psychology

**LAP 321 - Psychological Assessment of the Young Child--Part II**

This course involves the study of methods for assessment of preschool children. Students will assess various levels of influence on preschool children’s development. Students will conduct individual case studies.
LAP 325 - Psychology of Play and Therapeutic Applications

This course deals with play across age spectrums and in differing contexts. It includes play universals, types and forms of play, theories of play, and functions of play in normative development as well as in atypical development. The 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. (Personality/Clinical Psychology) Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): none 5 quarter hours

Distribution: Clinical Psychology GenEd-Behavioral Science Personality Psychology.

LAP 330 - Social Psychology

Students will be introduced to the role of the group and sociocultural factors in the development of behaviors in individuals, with special attention given to group dynamics. Illustrations will be presented on how social psychologists study people and formulate theories. The history of social psychology, perception, cognition, influence, attitudes, relationships, altruism, antisocial behavior, and group processes are some of the topics that will be covered. (Social/Community Psychology) Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): One previous psychology course. 5 quarter hours


LAP 340 - Effective Interpersonal Relationships

This course focuses on dyadic and small group relationships and examines the causes and results of different types of relationships. Students will explore the components of healthy relationships, the roles and responsibilities of the individuals in those relationships, the development of models of effective interpersonal relationships and their consequences. Through experiential learning in the course, students will develop skills in interpersonal communication. (Personality/ Clinical/Organizational/Community Psychology). Prerequisite(s): One previous psychology course for traditional undergraduate students. Good standing in the Applied Behavioral Sciences program for Applied Behavioral Science students. 3-5 quarter hours

Distribution: Clinical Psychology Community Psychology Organizational Psychology Personality Psychology.

LAP 342 - Interpersonal Helping Skills

This course will allow students to focus on the helping skills needed for small groups and dyads in community settings. Various techniques, goals, methods, and outcomes of interpersonal helping will be examined. Interpersonal skills training is included in this course. (Personality/ Clinical/Community Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): One previous Psychology course. 5 quarter hours

Distribution: Clinical Psychology Community Psychology GenEd-Behavioral Science Personality Psychology.

LAP 348 - Cross-Cultural Communication

This course will cover theoretical and practical knowledge of cross-cultural psychology with an emphasis on intercultural communication processes and the challenges caused by cultural differences. The course will address psychological and cultural factors that contribute to effective interpersonal communication. Practical suggestions for improving communication skills will be provided. (Community/Organizational Psychology). Counts in the Communication or Behavioral Science Areas of General Education Requirements. Prerequisite(s): One previous psychology course 5 quarter hours

Distribution: Community Psychology GenEd-Behavioral Science Organizational Psychology.

LAP 350 - Culture and Self

Students will be introduced to the cross-cultural study of the self as it has been understood in the Western and Eastern cultures. This course presents an interdisciplinary study of the self-concept drawn from the social, psychological, sociological, and anthropological literature. The focus of this course is on the interpretation and enhancement strategies of the self in classroom and counseling settings, offering possible explanations for the treatment of minorities in these settings. (Community Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): One previous psychology course or approval of advisor 5 quarter hours

Distribution: Community Psychology GenEd-Behavioral Science.

LAP 351 - Language and Identity
This course explores the connection between language and identity and how language contributes to the psychological processes involved in the construction of a sense of self. It discusses the features of ethnic varieties of language and how the language varieties are used by speakers to establish membership within the groups. This course fulfills the Behavioral Science Area of General Education only for students in the accelerated degree completion programs, Applied Behavioral Science, Health Care Leadership, Bachelor of Science in Management, Bachelor of Science in Management Information Systems, and the Master of Arts in Teaching. Exceptions require Psychology Department approval. Prerequisite(s): One previous psychology course. Enrollment or pre-enrollment in Applied Behavioral Sciences, Health Care Leadership, Bachelor of Science in Management, Bachelor of Science in Management Information Systems, and the Master of Arts in Teaching. Traditional undergraduates may take the course only with the permission of the Psychology Department. Co-requisite(s): none. 5 quarter hours

Distribution: GenEd-Behavioral Science.

LAP 352 - Children and Families under Stress

This course will 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. Prerequisite(s): One previous psychology course or consent of instructor. 5 quarter hours

Distribution: Community Psychology GenEd-Behavioral Science.

LAP 355 - Near-Death Experiences--Connection to Consciousness

This course will explore the question of the connection of brain, mind, and consciousness and its relevance in near-death experience studies. The focus of this course also is on the effect that near-death experiences have on the experiencer and others. Explanations of near-death experiences from a neurobiological, psychological, and transpersonal perspective will be explored. Prerequisite(s): Admittance to National-Louis University. Enrollment or pre-enrollment in Applied Behavioral Sciences, Health Care Leadership, Bachelor of Arts in Business Administration and Bachelor of Science in Management degree completion programs, or the Master of Arts in Teaching. Traditional undergraduates may take the course only with the permission of the Psychology Department. 5 quarter hours

LAP 401 - Psychology of Learning

This course provides a survey of theories of learning including behaviorist and cognitive-developmental approaches with applications of each. Processes of learning, problem-solving, memory, motivation, and discipline are examined. Traditional and innovative approaches to learning are explored. Students participate in planned learning demonstrations. (Cognitive Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite: One previous psychology course 5 quarter hours


LAP 402 - Experimental Psychology

This course introduces students to the design, implementation, and analysis of psychological research. Topics include the philosophy of science, research ethics, research designs (i.e., correlational, experimental, observational, survey, single-subject), and presenting research findings in written form for problems in various areas of Psychology. (Experimental Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): One previous psychology course. Coursework in statistics is recommended. 5 quarter hours OR 3 semester hours


LAP 403 - History and Systems of Psychology

This course will examine the progression of ideas that led to the beginnings of psychology from its roots in philosophy and physiology. These foundations from Ancient Greece through the Renaissance to the 1800s, which formed the basis for modern psychology, will be examined. These topics will be followed by contemporary models including behaviorism, Gestalt, cognitive theories, humanistic and psychodynamic theories, as well as biological psychology, including genetics. Counts in the Behavioral Sciences Area of General Education requirements. Prerequisite(s): Junior standing. 5 quarter hours OR 3 semester hours

Distribution: GenEd-Behavioral Science.

LAP 408 - Introduction to Community Psychology

This course introduces students to the field of Community Psychology including a historical overview, values, research, social-ecological theory, social competence, prevention, intervention, ethics,
diversity and empowerment. Prerequisite(s): One previous psychology course. 5 quarter hours

**LAP 409 - Introduction to Leadership**

This course is designed to help students become more effective leaders in any aspect of their lives. Topics will cover who leaders are, what leaders do and what constitutes good leadership. Students will learn leadership theories, how to determine the unique leadership situation, and how to apply the correct leadership style to that situation. Prerequisite(s): LAP100 and other Psychology course. Co-requisite(s): none. 5 quarter hours

**LAP 411 - Psychology of Exceptional Children and Adolescents**

This course provides a survey of the psychology of children and adolescents who are developmentally disabled, gifted, physically challenged, visually or hearing impaired. Topics will include speech and language disorders, learning disabilities, behavioral and emotional disorders. Characteristics, assessment and intervention strategies for children with special needs will be explored. (Personality/ Clinical Psychology). This course does not meet the requirements for professional education coursework for Illinois state teacher certification. (Students in elementary and/or early childhood education should take SPE300, Survey of Exceptional Children, instead). Prerequisite(s): One previous psychology course or consent of advisor. 5 quarter hours OR 3 semester hours

Distribution: Clinical Psychology GenEd-Behavioral Science Personality Psychology.

**LAP 425 - Mental Health**

This course is designed to engage students in the study of mental health, adjustment and ways of coping with life tasks. Experiences are designed to enhance self-understanding and growth, as well as interactions with others. (Community Psychology) Prerequisite(s): One previous psychology course or consent of advisor. 5 quarter hours or 3 semester hours

Distribution: Community Psychology.

**LAP 441 - Psychology of Artistic Expression**

(formerly LAP525) This course explores the relationship of personality variables and other psychological factors and the development of creative potential and the capacity for artistic expression. Emphasis will be placed on the interrelationship between artistic movements and trends from the late 19th century to the present and parallel developments in psychology and the social sciences. Psychological approaches to the study of creativity will be reviewed and related to the role of the artist and artistic expression. (Developmental Psychology, Personality) Prerequisite(s): One previous psychology or consent of the instructor. 3 semester hours OR 5 quarter hours

Distribution: Developmental Psychology Personality Psychology.

**LAP 442 - Interpersonal Development**

(formerly LAP508) This course examines stage theories of interpersonal development as they relate to cognitive development, ego development and psychoanalytical object relations. The psychological and philosophical antecedents of these theories will be presented. Current work in interpersonal theory will serve as a focus for discussion of contemporary issues in the social sciences. 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 discussed. (Developmental, Organizational/Community) Prerequisite(s): One previous psychology, preferably a developmental psychology course, or consent of the instructor. 3 semester hours OR 5 quarter hours

Distribution: Community Psychology Developmental Psychology Organizational Psychology.

**LAP 443 - Managing Interpersonal Communication in Organizations**

This course examines communication skills and patterns as they relate to being a productive member in various organizational settings. Topics will include dealing with conflict, giving and receiving constructive feedback, active listening, mentoring relationships, use of power, organizational gossip, and manipulative and dysfunctional behavior in organizational settings. (Organizational/ Community Psychology) Counts in the Communication and Behavioral Sciences Areas of General Education Requirements. Prerequisite(s): One previous psychology course or consent of instructor. 5 quarter hours or 3 semester hours

Distribution: Community Psychology GenEd-Behavioral Science Organizational Psychology.

**LAP 450 - 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 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
Students will be engaged in a process of inquiry on a variety of topics that vary from term to term. Opportunity to apply psychological knowledge to a specific topic or topics in the field of psychology which are not taught within the regular course offerings. May be repeated twice. Combined total quarter hours of LAP490 and LAP495 cannot exceed 10.)

**LAP 490 - Independent Study in Psychology**

This course is designed for students who are psychology majors to pursue an independent study in an area of psychology. Students must obtain permission from a department faculty member prior to registration. Students will work under the direction of the faculty member. Specific topics may count in different areas of psychology. Prerequisite(s): One previous psychology course or consent of the instructor. 2-5 quarter hours OR 1-3 semester hours (May be repeated twice. Combined total quarter hours of LAP490 and LAP495 cannot exceed 10.)

**LAP 495 - Special Topics in Psychology**

This course is a psychology topic of special interest that will be studied in depth. The course will cover any topic or topics in the field of psychology which are not taught within the regular course offerings. The course may be registered for more than once, since topics vary each term. Specific topics may count in different areas of psychology. Prerequisite(s): One previous psychology course and consent of department. 2-5 quarter hours (May be repeated twice. Combined total quarter hours of LAP490 and LAP495 cannot exceed 10.)

**LAP 499 - Psychology Seminar**

This course is designed to give students the opportunity to apply psychological knowledge to a variety of topics that vary from term to term. Students will be engaged in a process of inquiry on current psychological research and/or evaluation that challenges their analytical and critical thinking skills. Specific topics may count in different areas of psychology. Prerequisite(s): One previous psychology course or consent of advisor. 5 quarter hours OR 3 semester hours

**LAP 501 - Introduction to Psychological Assessment**

This course offers an introduction to the art and science of psychological assessment. Students will be introduced to the concepts of personality, intellectual and industrial/organizational assessment and to the statistical concepts which underlie them. Tests of various kinds will be examined and discussed. There will be an emphasis on report reading rather than conducting the assessments. Prerequisite(s): Admission to the MA in Psychology program. Corequisite(s): None 3 semester hours

**LAP 502 - Psychological Assessment II--Intelectual Assessment**

This class uses a hands-on model in which each student learns to administer standardized intellectual assessments including the Wechsler scales for intelligence and memory and several educational instruments. This class is focused on the development of the skills necessary to work as a psychological assistant or a psychometrician. Prerequisite(s): LAP501. 3 semester hours

**LAP 503 - Psychological Assessment III--Personality Assessment**

This class uses a hands-on model in which each student learns to administer objective and projective personality assessment instruments including the MMPI, Rorschach and TAT. This class is focused on the development of the skills necessary to work as a psychological assistant or psychometrician. Prerequisite(s): LAP501, LAP502 or consent of the instructor. 3 semester hours

**LAP 505 - Advanced Abnormal Psychology**

This course is designed to help students synthesize knowledge of abnormal psychology into a coherent model of mental illness and treatment. Upon completion of the course students will be familiar with theories of diagnosis, assessment and treatment of mental disorders. Also discussed will be the social and political contexts in which these disorders occur and the influence these contexts have on the professional and on the mental health consumer. Prerequisite(s): Admission to the MA in Psychology program. Co-requisite(s): None. 3 semester hours

**LAP 506 - Advanced Human Development**

An in-depth study of the biological, physical, cognitive, emotional, social, and personality development of humans from birth to death.
Emphasis will be placed on the systematic changes and continuities that occur in individuals throughout development. Emphasis, also, will be given to the multicultural, normal, atypical and pathological aspects of human development. Additional topics will include research methodology, behavior observation and human assessment as it pertains to applied settings. Prerequisite(s): Graduate standing or department approval. Co-requisite(s): None. 3 semester hours

**LAP 507 - Theories of Cognitive Psychology**

Cognitive psychology relates to aspects of human experience such as language, memory, attention, perception, critical thinking, problem solving, decision making, logico-mathematical reasoning, moral and ethical judgment, and socio-cognitive aspects of human interaction. This course will compare current views of cognitive psychology. It will examine theoretical models explaining the development of cognition. Topics to be covered are the genetic approach of the construction of knowledge (Piaget), the relationship between social interaction, language acquisition and cognitive activity (Vygotsky), the development of moral and ethical principles (Kohlberg); the information processing approach, and different approaches explaining the development of intelligence (Sternberg, Gardner). Practical applications of these theories will be explored. Prerequisite(s): Graduate standing. Co-requisite(s): None. 3 semester hours

**LAP 509 - Advanced Social Psychology**

This course is an advanced study of individual behavior in a variety of group settings. The major theories of Self, Cognition, Perception, Biases, Attitudes, Social Influence, Relationships, Group Processes, Violence and Aggression, and Helping Behaviors are examined. Emphasis is placed on the integration of information to support hypotheses and writing the introduction section of a research paper. Considerable time is devoted to understanding how culture affects social interaction. Prerequisite(s): Graduate standing or approval of the department. Co-requisite(s): None. 3 semester hours

**LAP 510 - Advanced Personality Theory**

This course offers an advanced analysis of the numerous viewpoints on the nature and development of personality. This will include research and issues in current theories such as psychoanalytic, behaviorist, existential, interpersonal, humanistic, cognitive, biological/genetic and social. The techniques of personality assessment and psychotherapy will also be addressed. Prerequisite(s): Admission to the MA in Psychology program. 3 semester hours

**LAP 515 - 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 the Western culture and the impact of that context on people from other cultures will 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/self. Prerequisite(s): Graduate standing or approval of department. 3 semester hours

**LAP 516 - Research Design for Psychology**

This course offers an in-depth study of research design and methods from topic identification through data collection with a focus on application. An analysis of how to read, interpret and critique published research is included. Both qualitative and quantitative designs will be discussed. Ethical considerations will be explored. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**LAP 517 - Psychological Statistics, Design, and Analysis**

This course provides an introduction to the concepts and applications of statistics. Emphasis is placed on analysis and interpretation of data as it relates to psychological research in both academic and applied settings. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

**LAP 518 - Career Development for Psychology Students**

This course provides graduate students in psychology with an understanding of how to apply their skills and knowledge to the job market. Students will have an opportunity to advance their professional skills.
Social networking, vita and resume writing and determining the need for further education are some of the topics to be covered. Prerequisite(s): Graduate standing. Co-requisite(s): none. 2 semester hours

LAP 526 - Psychology of Organizational Leadership

This course is 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. Co-requisite(s): None. 3 semester hours

LAP 530 - 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) 3 semester hours

LAP 535 - Psychopharmacology

This course will examine the basic mechanisms of drug transport within the body, neuroanatomy and the autonomic and central nervous systems. Major classifications of psychoactive drugs are covered as well as over-the-counter drugs and non-controlled substances. Lifespan considerations for indications/contraindications and use/abuse at various ages will be discussed. Prerequisite(s): LAP520 or graduate standing and consent of advisor. 3 semester hours

LAP 542 - 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 span and explore some of the determinants which affect aging, especially those that promote healthy positive aging. Prerequisite(s): Graduate standing. 3 semester hours

LAP 543 - Advanced Interpersonal Relationships

This course emphasizes small organizational groups outside of the family. Social, occupational, and leisure groups are studied with the goal of developing more effective relationships within the group. Small group theories are studied and applied. The psychological focus of the course is the development of each individual within the small group to maximize each person’s development as he/she relates to others in groups. Prerequisite(s): Graduate standing, 2 previous undergraduate psychology courses, or consent of the instructor. 3 semester hours

LAP 545 - 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) 3 semester hours / 5 quarter hours

LAP 546 - Assessment of Organizations

This course will examine the concepts and techniques related to the assessment of individuals to determine their level of skills, abilities, and personal characteristics as an evaluation of that individual's suitability for an organization, readiness for promotion, predicted job performance and other employee issues. 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. Prerequisite(s): Graduate standing or approval of the department. Co-requisite(s): None. 3 semester hours

LAP 547 - Substance Abuse

This course offers an overview of substance abuse and dependence. Students will be introduced to definitions of abuse and dependence, classes of drugs and their effects on the body, the cycle of abuse and relapse, and available treatment modalities. Prerequisite(s): Graduate standing; previous undergraduate course in statistics and/or consent of instructor. 2 semester hours

LAP 548 - Ethics and Legal Issues in Psychology

Psychology, like medicine and law, has developed a set of ethical principles to guide its 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, but not an exhaustive list, are resolving ethical issues, competence, client confidentiality, client privilege, education and training, informed consent, licensing issues and CEUs, malpractice, assessment, and accountability and peer review. Prerequisite(s):
Graduate standing or approval of department. 1-3 semester hours (may be repeated once up to a maximum of 3 semester hours)

**LAP 549 - Psychology in the Community**

This course is designed to provide graduate students in psychology with an overview of key concepts in the field of community psychology such as prevention, empowerment, and intervention. Prerequisite(s): Admission to the MA in Psychology program. Corequisite(s): None. 2 semester hours

**LAP 550 - 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) 3 semester hours

**LAP 552 - Career Development for Psychology Students**

This course provides graduate students in psychology with an understanding of how to apply their skills and knowledge to the job market. Students will have an opportunity to advance their professional skills. Social networking, vita and resume writing and determining the need for further education are some of the topics to be covered. Prerequisite(s): Graduate standing. Co-requisite(s): None. 2 semester hours

**LAP 559 - Thesis**

A thesis is one of two options offered to the Master of Arts in Psychology students. It is a formal written document which investigates a theory or particular point of view as the result of disciplined empirical inquiry. Prerequisite(s): By the end of the third term, a student in the MA in Psychology program can choose the Thesis option by petitioning the department for approval to do a thesis. If consent is granted, the student registers for the Thesis option. If consent is not given, the student must register for LAP598 Comprehensive Examination. Co-requisite(s): None. 1-3 semester hours

**LAP 592 - Teaching Practicum in Psychology**

This course will cover all aspects of teaching an undergraduate course in psychology. Students will gain experience preparing and presenting a syllabus, lectures, class discussions, classroom activities and/or use of interactive media when relevant. Students will be supervised and mentored by the classroom instructor in developing and grading written as well as oral assignments and examinations. Prerequisite(s): Graduate Standing; LAP509, LAP516 and consent of instructor. 3 semester hours. May be repeated once up to 6 semester hours.

**LAP 594 - Psychology Independent Study**

This course is designed for graduate students to pursue an independent study in an area of psychology. Students must obtain permission from their graduate advisor prior to registration. Students will work under the direction of a faculty member who must approve the students' independent study projects. A paper is required for course credit. Prerequisite(s): Graduate standing and consent of the graduate advisor. 3 semester hours

**LAP 595 - Special Topics in Psychology**

This course provides an overview of a special topic in psychology that was not covered in one of the other psychology courses. Topics are to be decided by the instructor based on the students’ needs in light of other course offerings. Prerequisite(s): Graduate standing; previous undergraduate course and/or consent of instructor. 3 semester hours

**LAP 598 - Comprehensive Exam Seminar**

Comprehensive Examination is one of two options offered for the Master of Arts in Psychology students as the final requirement for completion of the program. The Examination is an essay format assessment of the students' understanding of the major theories and current issues in Social Psychology, Personality/Abnormal Psychology, Developmental Psychology, and Research Methods. Prerequisite(s): Comprehensive examinations cannot be taken before completion of five full terms in the M.A. Psychology program. 1-3 semester hours

**LAP 599 - Thesis**

A thesis is one of two options offered to the Master of Arts in Psychology students. It is a formal written document which investigates a theory or particular point of view as the result of disciplined empirical inquiry. Prerequisite(s): By the end of the third term, a student in the MA in Psychology program can choose the Thesis option by petitioning the department for approval to do a thesis. If consent is granted, the student registers for the Thesis option. If consent is not given, the student must register for LAP598 Comprehensive Examination. Co-requisite(s): None. 1-3 semester hours

**LAP 599X - Thesis Continuation**

Continuous registration required until thesis is complete. Prerequisite(s): Masters standing, consent of thesis advisor or program director, and prior registration for the required number of hours in LAP599. Co-requisite(s): none. 0 semester hours

**LAP 600 - Introductory Seminar on Community Psychology**

This course is designed to introduce and orient students to the Ph.D. in Community Psychology Program, outlining expectations as well as introducing students to resources. Students will also reflect on community psychology as it relates to their work experiences and career aspirations. Prerequisite(s): Graduate standing 1 semester hour

**LAP 605 - Principles of Community Psychology**

This course is designed to introduce students to the principles of community psychology including a historical overview, community as a construct, social-ecological theory, prevention, intervention, ethics,
diversity and empowerment. Prerequisite(s): Graduate standing 3 semester hours

**LAP 610 - Prevention and Intervention Methods in Community Psychology**

This course will explore prevention and intervention methods from a community psychology perspective with a focus placed on action research as one method of inquiry. Emphasis will be placed on a strengths-based mindset and on understanding of the cultural setting. Students will examine prevention and intervention initiatives from the micro-, meso-, exo- and macro-system levels. Prerequisite(s): LAP600, LAP605, LAP610 3 semester hours

**LAP 615 - Community Organizing**

This course will explore how citizens organize for social change, specifically, how people build, and/or re-build, social capital within a community as well as physical infrastructure. There will be a strong emphasis placed on cultural issues. Prerequisite(s): LAP600, LAP605, LAP610 3 semester hours

**LAP 625 - Advanced Quantitative Methodology in Community Psychology**

This course will review basic quantitative research methods as well as cover experimental and quasi-experimental research designs. Students will become aware of the need for scientific rigor in their research designs and learn how to balance this with "real world" limitations they may encounter in Community Psychology. Prerequisite(s): LAP600, LAP605, LAP610 3 semester hours

**LAP 630 - Advanced Qualitative Methodology in Community Psychology**

This course will review qualitative research methods including interviewing, observing, documenting and categorizing data. An introduction to understanding and conducting focus groups will also be provided. Students will appreciate how qualitative research focuses on understanding the insider’s view (emic) while quantitative research focuses on predicting, or controlling, with an outside objective view (etic). A focus will be placed on hands-on application in community psychology. Prerequisite(s): LAP600, LAP605, LAP610 3 semester hours

**LAP 635 - Statistics for Community Psychology**

This is an advanced statistics course. It will allow students to choose and apply appropriate statistical techniques in relation to their dissertations. Students will further develop techniques in experimental, quasi experimental, and survey research. Both univariate and multivariate analysis techniques will be explored. Issues of sampling, measurement, reliability, and validity will be addressed. Students will understand practical implications for the use of each technique in community psychology research. Prerequisite(s): LAP625, LAP630, LAP698 3 semester hours

**LAP 640 - Survey Design and SPSS**

This course will examine all aspects of total survey design including setting objectives, sampling, questionnaire construction, data collection, design and analysis procedures and report writing. A hands-on exploration of SPSS will be offered including data coding, entry, and checking, a review of descriptive statistic procedures and report writing as well as how to develop tables and figures utilizing SPSS data and adhering to APA style. Prerequisite(s): LAP600 LAP625 3 semester hours

**LAP 645 - Media Advocacy and Social Marketing Approaches to Public Health**

This course will examine promoting social change, specifically within the field of public health, through the use of media advocacy (focused on broad, social environment) and social marketing (focused on specific, individual behaviors). Social, political and economic aspects of health issues will be examined. The successful application of these approaches to social issues will be covered as well as the difficulties of applying these techniques to complex social problems. Prerequisite(s): LAP600, LAP605, LAP610 3 semester hours

**LAP 650 - Principles of Consultation in the Community**

This course will focus on the development of consulting skills. The role of a community psychologist as consultant will be explored as well as the need for stakeholders to be partners in the process. Some processes to be examined are connecting people, clarifying roles, managing conflict, setting clear goals and creating a positive climate. Cultural and diversity issues will be explored as they relate to consultation. Prerequisite(s): LAP600, LAP605, LAP610 3 semester hours

**LAP 655 - Resource Development and Grant Writing**

This course will focus on resource development and grant writing activities as they relate to the non-profit sector. This includes effective grant-writing principles including the identification of potential grant opportunities and writing a proposal. Students will learn about creating fundraising partnerships. Other fundraising activities will be described. Prerequisite(s): LAP600, LAP605, LAP610 3 semester hours

**LAP 660 - Professional Writing for Community Psychology**

This course will prepare students for professional writing, specifically within the field of community psychology. Topics covered will include APA style, outlining, literature reviews, writing for scholarly
journals, crafting a narrative, writing for research presentations, ethical considerations and aspects of professionalism in writing. Students will learn to analyze published works and apply the writing skills to their class papers, externships, theses and dissertations. Prerequisite(s): LAP600. 3 semester hours

**LAP 661 - Professional Writing for Community Psychology II**

This advanced writing course focuses on writing mixed methods (quantitative and qualitative) results for dissertations. The course will address issues of data analysis/validation procedures, results presentation structure, choosing the most effective visual graphics or verbal representations (designing tables, charts, and graphs), guidelines for graphics, communicating data effectively and ethically for both scholarly and community stakeholders. Prerequisite(s): LAP600, LAP605, LAP635 & LAP698. Co-requisite(s): None. 2 semester hours

**LAP 665 - Advanced Theoretical Foundations of Community Psychology**

This course will give students a philosophical background in community psychology and related fields, including social psychology, sociology, personality, health psychology, social work, and urban studies. A particular theory will be focused on each week: empowerment theory, sense of community, ecological theory, social psychology and personality, psychoanalysis, sociological models, and theories of stress. Students will learn to analyze theories and apply them toward interpreting real world situations. Prerequisite(s): LAP 600. 3 semester hours

**LAP 670 - Advanced Cross Cultural Communication**

This course provides an advanced theoretical and practical knowledge of cross-cultural communication processes and problems as they apply to working within diverse socio-economic, cultural, and ethnic communities. Psychological and cultural factors which bring about and hinder effective interpersonal communication will be considered. Both verbal and nonverbal dimensions of communication will be analyzed. Practical suggestions for improving communication skills within different community contexts will be offered. Prerequisite(s): LAP600, LAP605 3 semester hours

**LAP 689 - Fieldwork in Community Psychology**

The Externship in Community Psychology is designed to give students an opportunity to experience the practical applications of the principles of community psychology in a variety of settings by applying the principles they learn in the program to their community. Prerequisite(s): Admittance to the PhD Program 1-5 semester hours

**LAP 690 - Internship in Community Psychology**

This course will offer students introductory hands-on, supervised experience in the community. Students will have the opportunity to pursue personal learning objectives related to community psychology in a variety of community settings. These learning objectives can focus on research, advocacy, non-profit management, or fundraising. Prerequisite(s): None 1-3 semester hours. May be repeated up to 3 times not to exceed 3 semester hour.

**LAP 693 - Seminar in Program Evaluation**

This course will encourage students to apply research methods and statistics to program evaluation. Students will learn the practical and ethical difference between program evaluation and research. They will gain an understanding of the strengths and weaknesses of various quantitative and qualitative methods in program evaluation. They will learn program evaluation terminology and tools including the use of a logic model framework. Prerequisite(s): LAP600, LAP605, LAP610 3 semester hours

**LAP 695 - Independent Study in Community Psychology**

This course is designed for Community Psychology doctoral students to pursue an independent study. Students must obtain permission from their faculty advisor prior to registration. Students will work under the direction of a faculty member. The learning objectives for the course focus on research, advocacy, non-profit management, or resource development and build toward the student’s career as a community psychologist. Prerequisite(s): A student admitted to the Community Psychology PhD program. Co-requisite(s): None. 1-3 semester hours

**LAP 698 - Dissertation Proposal Seminar**

This seminar will focus on the development of dissertation proposals. At the conclusion of this seminar, students will have their proposal developed and ready for IRRB submission. Prerequisite(s): LAP600, LAP605, LAP610, LAP625, LAP630 3 semester hours

**LAP 699 - Dissertation in Community Psychology**

This course focuses on the complete dissertation process including conceptualization of a project, literature review, data collection, data analysis and publishing. Prerequisite(s): LAP625, LAP630, LAP635. 1-6 semester hours. May be repeated up to 6 times not to exceed 6 semester hours.

**LAP 699X - Dissertation Continuation: Community Psychology**
Continuous registration required until dissertation is complete. Prerequisite(s) Doctoral standing, consent of instruction and prior registration or the required number of hours in LAP699. 0 semester hours.

LAS - Social Science

LAS 105 - Introduction to Sociology
This course is an introduction to concepts and theories of sociology with emphasis on social structure, culture, stratification, minority status, social institutions, and the tools of sociology. Prerequisite(s): None 5 quarter hours. Counts in the Social Science Area of General Education Requirements.
Distribution: GenEd-Social Science.

LAS 110 - 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. 5 quarter hours Counts in the Social Science Area of General Education Requirements.
Distribution: GenEd-Social Science Nonwestern Cultures.

LAS 115 - Introduction to Economics
This course provides an overview of macroeconomics and microeconomics and an understanding of how individuals, firms, and the government make decisions. It also explains how the market economic system works. Additionally, this course examines management decisions under different market structures and the impact of government intervention on markets. Finally, this course discusses gross domestic product and national income, inflation, unemployment, economic growth and business cycles, and the impact of fiscal and monetary policies on the economy. Counts in the Social Science Area of General Education Requirements. Prerequisite(s): none 5 quarter hours
Distribution: GenEd-Social Science.

LAS 118 - Introduction to Politics
This survey course focuses on the institutions and procedures of political systems. Topics covered include political institutions, political interests 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 Science Area of General Education Requirements. 5 quarter hours
Distribution: GenEd-Social Science.

LAS 120 - 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. 5 quarter hours Counts in the Social Science Area of General Education Requirements.
Distribution: GenEd-Social Science.

LAS 125 - 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. 5 quarter hours Counts in the Social Science Area of General Education Requirements.
Distribution: GenEd-Social Science.

LAS 130 - 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. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.
Distribution: GenEd-Humanities GenEd-Social Science.

LAS 200 - U.S. 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. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.
Distribution: GenEd-Humanities US History Course.

LAS 201 - U.S. 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. 5 quarter hours
Counts in the Social Science or Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities GenEd-Social Science US History Course.

**LAS 203 - U.S. History and Culture: 1898-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. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities GenEd-Social Science US History Course.

**LAS 204 - Culture in Chicago**

This course explores the city's evolving postwar social and economic environment which shaped its direction and influences its future. Chicago's history and politics have been formed by its connections to globalized circuits of finance, trade, and immigration since the 1850s. We will examine the contours of the new Chicago by exploring the role of race and ethnicity, cultural diversity, globalization, the new Chicago politics, and the transition from production to consumption. Prerequisite(s): None. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Social Science.

**LAS 220 - State and Local Government**

This course focuses on state and local governments within the context of the American federal system. Special emphasis is placed on federalism, the constitutional/legal relationships between state and local governments and the institutions, organizational forms and political processes in American state and local government. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 240 - Human Origins**

Introduction to major topics in physical anthropology and archeology including theories and processes of biological and cultural evolution of the human species and the theories and methods of uncovering evolutionary processes. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 250 - Macroeconomics**

Introduction to major topics in physical anthropology and 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. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 253 - 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. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 255 - Microeconomics**

This course is an analysis and study of economic behavior of the individual unit, i.e., the firm and the rational consumer. Microeconomics principles addressed include decision making of the firm, the household, labor, international trade, education and poverty. Special emphasis will be placed on the theory of supply and demand. Prerequisite: LAM110 or equivalent. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 300 - Contemporary World Cultures**

Comparative cross-cultural study of three selected nations representing different areas of the world. Investigation of varying ideological, political, social, and economic factors At least two of three nations covered are non-Western. Prerequisite: Introductory social science course. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science Nonwestern Cultures.

**LAS 301 - Western History and Culture to 1650**
Pre-Western inheritance from the Near Eastern cultures and Greco-Roman world; the transition to the Middle Ages; the development of the medieval institutions and values and their decline during the periods of the Renaissance and Reformation. Prerequisite: Introductory social science course. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities GenEd-Social Science.

**LAS 302 - Asian History and Culture**

Early history, Western impact, and contemporary affairs in eastern and southern Asia; Chinese culture and its diffusion; modernization of Japan; nationalisms of the Indo-Pakistan subcontinent; twentieth-century South East Asia. Prerequisite: Introductory social science course. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities GenEd-Social Science Nonwestern Cultures.

**LAS 302A - Asian History and Cultures A**

This course focuses on the nationalisms of the Indo-Pakistan subcontinent and twentieth-century South East Asia. Prerequisite: Introductory social science course. 3 QH Counts in the Social Science or Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities GenEd-Social Science.

**LAS 302B - Asian History and Cultures B**

This course examines the early history, Western impact, and contemporary affairs in eastern and southern Asia; Chinese culture and its diffusion; modernization of Japan. Prerequisite: Introductory social science course. 2 QH Counts in the Social Science or Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities GenEd-Social Science.

**LAS 303 - Sub-Saharan African Cultures**

Historical and contemporary affairs in Africa south of the Sahara, indigenous culture areas, types of colonialism and acculturation, economic and political development, independence movements. Prerequisite: Introductory social science course. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities GenEd-Social Science.

**LAS 304 - Middle and South American Cultures**

Backgrounds in contemporary affairs in Middle South America, pre-Columbian culture area, colonialism, varieties of peoples, political and socioeconomic trends. Prerequisite Introductory social science course. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities GenEd-Social Science Nonwestern Cultures.

**LAS 305 - Western History and Culture since 1650**

Impact of Renaissance and Reformation and the emergence of modern European institutions and values to the present. Prerequisite: Introductory social science course. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities GenEd-Social Science.

**LAS 306 - Marriage and Family**

Different family organizations around the world, marriage patterns of the past and present, diverse life styles, changing sex roles, husband and wife relationships, family planning, divorce. Prerequisite: Introductory social science course. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 307 - History of Economic Thought**

In this course students will explore the history of economics from the early to contemporary times. Emphasis will be placed on the ideas of Adam Smith, Karl Marx, John Maynard Keynes and Milton Freedman. Inquiry into the past will help students understand present form of economic organization. Prerequisite: sophomore standing or consent of department. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities GenEd-Social Science.

**LAS 308 - Methods of Political Science**

This course is an introduction to the methods used in political science research. The primary goal of the course is to provide students with the tools that will help them to answer political and social science research questions. The course focuses on applying quantitative, qualitative, and formal methods, and
considering the appropriate applications, strengths, and limitations of different methods. 5 Quarter Hours. Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 309 - Critical Thinking and Writing for Social and Behavioral Sciences**

This course provides students with skills that assist them in linking writing about social and behavioral life experience with conceptual information on these topics. The emphasis will be on reflective writing and include summarization, quoting, explaining, and discussing concepts relevant to social and behavioral sciences. Attention will be given to APA style.

Prerequisite(s): Admission to the Applied Behavioral Sciences Program. Co-requisite(s): Enrollment in Term 1 of the Applied Behavioral Sciences Program. 2 quarter hours

**LAS 310 - International Relations**

This course introduces students to the study of international relations by focusing on the problem of war, national security, conflict in the Middle East and other regions, and the United States' role as a world economic power. Current issues and research on the emerging global society and the changing role of the United States in the international system will also be examined and discussed. Additional emphasis is placed on the skills and knowledge required to become a "globally literate" citizen.

Prerequisite(s): LAS250 or LAS255 or equivalent. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 311 - Racial and Ethnic History and Culture**

The cultural complexity of the city; the old immigration; rural, racial and non-European groups; adjustments to the urban setting; social segregation and discrimination. Prerequisite: Introductory social science course. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities GenEd-Social Science.

**LAS 313 - The Metropolitan Community**

The nature and development of cities; social and political history of Chicago's ethnic groups; theories of urban relationship; suburban development; social stratification and power; social morality; bureaucratic organization; machine politics, community control and community organizing.

Prerequisite: 100-level social science course. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities GenEd-Social Science.

**LAS 315 - 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. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 316 - Comparative Politics**

This course is an introduction to the comparative study of governments and politics of different countries throughout the world. Students will gain a clear understanding of the similarities and differences of various political systems and gain a deeper understanding of the political system of the United States. 5 Quarter Hours. Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 317 - European Union**

This course focuses on the European Union as an emerging and developing political and economic body. Topics covered include the single market and the Euro currency, the political institutions of the European Parliament, Council of Ministers, European Commission, and European Central Bank, the development of the European Union as a military power, and the opportunities and challenges posed by the growth in the number of member states as it pertains to the variety of social and economic policies of the European Union. 5 Quarter Hours. Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Humanities GenEd-Social Science.

**LAS 319 - Elections and Electoral Behavior**

This course focuses on elections, electoral behavior, and the electoral processes at the federal and state levels in the United States. Special emphasis is placed on campaign financing, voter turnout, and the various primary and general elections that take place in the United States including presidential, congressional, and state and local elections. 5 Quarter Hours. Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.
LAS 321 - American Political Ideas
This course explores the broad range of American political ideas that have influenced the form and practices of government in the United States today. Understanding these ideas helps us evaluate how the American political system operates today, and consider the strengths and limitations of the many proposals that exist for bringing about change in American politics. 5 Quarter Hours. Counts in the Social Science Area of General Education Requirements.
Distribution: GenEd-Social Science.

LAS 322 - Law and the Judicial Process
This course explores the legal process in the United States. As the third branch of American government the judiciary is instrumental in shaping the freedoms and restrictions placed on U.S. citizens. The course highlights constitutional protections, the role of the judiciary in shaping life in America, and the importance of the judiciary as a political institution. Prerequisite(s): LAS120 Introduction to American Government (or equivalent) 5 quarter hours

LAS 323 - The U.S. Congress
This course focuses on the United States Congress. As the first branch of government the Congress is the chief legislative body in American politics. Elections, parliamentary procedures, the legislative process, reforms, oversight, and individual members are discussed as part of a comprehensive overview of the national legislature. Prerequisite(s): LAS120 Introduction to American Government (or equivalent) 5 quarter hours

LAS 324 - The U.S. Presidency
This course emphasizes the executive branch of the American government. Particular attention is paid to changes in the extent and use of presidential power, the manner in which presidents shape policy, and changes to presidential election process. The federal bureaucracy is studied as the functional arm of the government's executive power. Prerequisite(s): LAS120 Introduction to American Government (or equivalent) 5 quarter hours

LAS 325 - 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. 5 quarter hours
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. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 406 - 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. Prerequisite(s): Good standing in the Applied Behavioral Sciences program. 5 quarter hours

**LAS 407 - Applied Communication in Society**

This course is designed to understand, evaluate and apply public discourse in diverse social contexts. Students will analyze and practice professional presentation skills required for formal situations. Effects of communication technologies at the team organizational and societal level will be discussed. Issues in computer-mediated communications will be studied. Key ideas regarding persuasion will be incorporated throughout the course. Prerequisite(s): Admission to the Applied Behavioral Sciences Program. Co-requisite(s): None. 5 quarter hours

**LAS 410 - 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. 5 quarter hours

**LAS 415 - 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. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 420 - Social Theory**

This course is a survey of the development of social theory from the classic tradition to post-modernism. The legacy of the Enlightenment, the emergence of the scientific study of society, the classic tradition and contemporary social theories will be examined. Theories of social structure and social agency extending from class, ideology, division of labor and bureaucracy to phenomenological insights of knowledge will be studied. Prerequisite: 100-200 level Social Science course. 5 quarter hours. Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 420A - Social Theory A**

This course is a survey of the development of social theory from the classic tradition to early modernism. The Enlightenment, the emergence of the scientific study of society, and the classic tradition of social theory will be examined. Prerequisite: 100-200 level Social Science course. 3 Quarter Hours. Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 420B - 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. Prerequisite: 100-200 level Social Science course. 2 Quarter Hours. Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 426 - Multicultural Dimensions**

This course will give students the opportunity to understand cultural diversity as it affects quality of life. Students study the role of concepts such as culture, ethnicity, race and gender in relationship to the creation of values and perspectives. Students become familiar with the impact of culture on small group problem solving. Prerequisite(s): Enrollment in the Applied Behavioral Sciences Program and completion of previous program courses: LAS331, LAP300, LAP340, and LAS407. Co-requisite(s): none. 5 quarter hours

**LAS 427 - Legal and Ethical Issues Related to Aging**

This course will focus on legal issues, ethics and end of life issues, elder abuse and professional standards. The course topics will include important discussions for individuals interested in working in professions working with older adults. Prerequisite(s): none This course counts in the Social Science Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Social Science.

**LAS 428 - Serving the Aging Population**

This course will focus on understanding the aging process, myths about aging, multicultural issues, client rights, interpersonal communication skills, and accessing community resources. Prerequisite(s): One social science course or department permission. Counts in the Social Science Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Social Science.

**LAS 429 - Societal Systems of Aging**

This course will provide students with ways in which to aid their clients in negotiating the long term care system, insurance issues, family systems, Medicare, Medicaid, and Social Security. Systems designed to serve aging adults will be considered from perspectives of the individual, organization, funding sources, and policy makers. Prerequisite(s): One social science course or department permission. Counts in the Social Science Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Social Science.

**LAS 430 - 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

**LAS 431 - Managerial and Supervisory Behavior**

Students will explore various aspects of managerial and supervisory behavior as they relate to everyday life. Emphasis is placed on practical applications of behavioral science research in the areas of motivation, decision making, problem solving and employee/subordinate development. Students draw on concepts presented in previous program courses to more effectively manage and supervise their personal and professional interactions. Prerequisite(s): Good standing in the Applied Behavioral Sciences program. 5 quarter hours
LAS 435 - 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. Prerequisite(s): Enrollment in Applied Behavioral Sciences Program and completion of previous program courses: LAS331, LAP300, LAP340, LAS407, INT430, INT431, LAS426, LAS431 and LAS430. Co-requisite(s): none. 2 quarter hours

LAS 440 - Anthropological Linguistics

Survey of the concepts, methods, and historical foundations of anthropological linguistics, with an emphasis on language, culture and cognition; language variation: dialects, nonstandard forms of language and code switching: speech acts and the ethnography of communication; interethnic communication; discourse strategies; and literacy. Prerequisite: 100-200 level anthropology course. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Humanities GenEd-Social Science.

LAS 441 - 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. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

LAS 442 - 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. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

LAS 445 - 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. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

LAS 449 - 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. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

LAS 450 - 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. 5 Quarter Hours. Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

LAS 452 - 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. 5 Quarter Hours. Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

LAS 453 - Social Inequality

This course examines the foundational aspects of social inequality. It analyzes the extent and forms of social inequality, including political inequality, sex and gender inequality, and racial and ethnic inequality. Explanations and consequences of social
inequality will be discussed and the role of social movements, social mobility and status attainment will be analyzed. Counts in the Social Sciences Area of General Education Requirements. Prerequisite(s): Junior standing and minimum of two Social Science courses or consent of department. 5 quarter hours
Distribution: GenEd-Social Science.

LAS 454 - 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 relate to urban government will be examined. 5 Quarter Hours. Counts in the Social Science Area of General Education Requirements.
Distribution: GenEd-Social Science.

LAS 455 - 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. 2-5 quarter hours Counts in the Social Science Area of General Education Requirements.
Distribution: GenEd-Social Science.

LAS 456 - 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 security strategies, and on the threats posed by terrorism, conditions that encourage terrorism, and different options available to states to counter these threats. 5 Quarter Hour Counts in the Social Science Area of General Education Requirements.
Distribution: GenEd-Social Science.

LAS 457 - Social Issues and Public Policy Administration
This course examines the decision-making process within the government's administrative agencies. It discusses competing goals that agencies face and their effects on policy. The primary goal is to introduce theories and practical mechanisms that will allow the student of public policy to be successful in understanding the challenges that the executive branch of government faces in administering programs. Counts in the Social Sciences Area of General Education Requirements. Prerequisite(s): Junior standing and minimum of two Social Science courses or consent of department. 5 quarter hours
Distribution: GenEd-Social Science.

LAS 458 - 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. Issues such as interest groups, education, business, the economy, human services, health care, the environment, urban growth and development, and the arts will be addressed. Counts in the Social Sciences Area General Education Requirements. Prerequisite(s): Junior standing and minimum of two Social Science courses or consent of department. 5 quarter hours
Distribution: GenEd-Social Science.

LAS 459 - 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. 5 Quarter Hours. Counts in the Social Science Area of General Education Requirements.
Distribution: GenEd-Social Science.

LAS 460 - 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. Prerequisites: 30 quarter hours in Political Science courses; consent of internship supervisor and academic supervisor. 5 Quarter Hours.

LAS 461 - Political Science Internship II
Continuation of Political Science Internship I. This internship expands the experiences gained in Political Science Internship I. Prerequisites: Successful completion of Political Science Internship I and consent of an internship supervisor and academic advisor. 2-5 Quarter Hours.

LAS 462 - Political Science Internship III
Continuation of Political Science Internship II. This internship expands the experiences gained in Political Science Internship II. Prerequisites: Successful completion of Political Science Internship II and consent of internship supervisor and academic supervisor. 2-5 Quarter Hours.

LAS 490 - 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

LAS 495 - Social Science Special Topic
This course is a social science offering of special interest to be studied in depth. The course will cover any topic or topics in the field of social science which are not taught within the regular course offerings. The course may be registered for more than once, since topics vary each term. The combined total quarter hours of LAS495 topics taken cannot exceed 20 quarter hours unless permission is given by the department. Specific topics may count in different areas of social science. Depending on content, this course may count towards the Social Science Area of General Education Requirements. Prerequisite(s): none. 1-5 quarter hours (UG)/ 1-3 semester hours (GR)

LAS 499 - 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

LAS 500 - 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

LAS 505 - 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 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

LAS 510 - 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

LAS 515 - 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

LAS 520 - 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

LAS 525 - 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
least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

**LAS 530 - Immigration Policy**

Study of 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 their consequences for the economy and the political debate in the United States. Analysis of the distinction between illegal and legal immigrants and between skilled and unskilled immigrants is made in order to distinguish 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

**LAS 535 - Education and Public Policy**

This course will research educational policies and their outcomes. The focus will be on how current and past policies affect student learning and how to use available resources in the most efficient way. It will discuss past experiences in public policies towards education, 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

**LAS 536 - Public Policy of Health Care**

This course provides a background of the historical, economic, social, technological, and philosophical forces that have shaped our current health care systems and their impact on the delivery of health care. A primary focus is the critical examination of balancing, cost, quality and access and how different national systems have evolved over time. 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): Admission to the Masters of Arts in Public Policy Program or consent of the Department. 3 semester hours

**LAS 540 - Bureaucracy and Policymaking**

This course examines the environment in which the decision-making process within bureaucracies takes place and the risks associated with this process. 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 organizations. 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

**LAS 545 - 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. Methods covered include sponsorship of certain programs, partnerships with the private sector 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

**LAS 550 - 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

**LAS 555 - 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. Awareness of how the differences between a proposed policy and its final version will be developed. 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

**LAS 557 - Proposal Writing and Grantsmanship**

This course will teach students the mechanics of proposal writing and the political and social aspects of "grantsmanship," as they develop their skills in identifying sources of grant funding, doing useful
research to support their applications, and tailoring their proposals to specific audience interests. Emphasis is placed on researching and writing. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

LAS 560 - Advanced Public Finance
An investigation of taxation, government spending, and cost-benefit analysis applied to a variety of 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

LAS 565 - 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 evaluate public policies outcomes. 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

LAS 570 - 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

LAS 590 - 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. 1-3 semester hours

LAS 593 - 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

LAS 595 - Public Policy Special Topic
In-depth study of a contemporary public policy topic. As the topic varies each term, students may register more than once. Prerequisite(s): No prerequisites for graduate credit. Departmental approval for undergraduate credit. 1-3 semester hours (graduate students) 2-5 quarter hours (undergraduate students)

LAS 599 - Master's 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

LAS 599X - 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

LAS 620 - Advanced Community Development Planning and Policy
This course investigates the various aspects of neighborhood and community-based development and the roles that community psychologists can play in facilitating relevant planning initiatives. Students will learn how changing urban structures such as neighborhood gentrification and displacement can impact community development and influence resident management practices. In addition, students will identify and evaluate the effectiveness of different planning approaches including asset mapping, advocacy and equity planning within the context of policymaking. Prerequisite(s): For the Ph.D. in Community Psychology program, the following courses are prerequisites: LAP600, LAP605. 3 semester hours

LAS 660 - Advanced Leadership and Organizational Change
This course will explore advanced strategies for leading change in government and nonprofit
organizations that maximize benefit to the community. The focus will be on understanding how organizations must adapt to outside changes and the demands of stakeholders. It will also focus on how organizations can improve their performance and efficiency while staying current on best practices and continuous quality improvement. Students will learn how to plan for and lead these changes in a way that aligns the design of such changes with the organization's goals for community improvement. Prerequisite(s): For the Ph.D. in Community Psychology program, the following courses are prerequisites: LAP600, LAP605 3 semester hours

**LAS 665 - Urban Politics and the Community**

This course examines the impact of the distribution of power and the tensions that drive modern cities on community areas. Consideration will be given to racial and ethnic divides. The relationship between government, private economic interests and resident's interests will be explored. Theoretical and policy issues as they relate to urban politics that help and/or hinder community residents will be explored. Theoretical and policy issues as they relate to urban politics that help and/or hinder community residents will be explored. Prerequisite(s): For the Ph.D. in Community Psychology program, the following courses are prerequisites: LAP600, LAP605 3 semester hours

**LAT - Theatre Arts**

**LAT 210 - Effective Speaking**

Through a series of speeches, students learn to improve their diction, articulation, vocal performance, gestures, poise, and organization of ideas. 3-5 quarter hours Counts in the Oral Communication of General Education Requirements. Distribution: GenEd-Oral Communication.

**LAT 220 - 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. 5 quarter hours. Counts in the Fine Arts or Humanities Area of General Education Requirements. Distribution: GenEd-Fine Arts GenEd-Humanities.

**LAT 223 - Children’s Theatre**


**LAT 231 - 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. 5 quarter hours. Counts in the Fine Arts Area of General Education Requirements. Distribution: GenEd-Fine Arts.

**LAT 240 - Puppetry**

Students receive practical experience in the use of drama 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. 5 quarter hours. Counts in the Fine Arts Area of General Education Requirements. Distribution: GenEd-Fine Arts.

**LAT 301 - How to See a Movie**

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 fill the General Education requirement in fine arts. Prerequisite(s): none 5 quarter hours Distribution: GenEd-Fine Arts.

**LAT 302 - 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. Prerequisite(s): none 5 quarter hours

LAT 303 - 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 Robeson, 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. Prerequisite(s): none 5 quarter hours
Distribution: GenEd-Fine Arts.

LAT 304 - 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 in fine arts or humanities. Prerequisite(s): none 5 quarter hours

LAT 305 - 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

LAT 326 - Women in Theatre
An examination of the role of women in the theatre, placed in a historical and contemporary context. Largely a survey course focusing on plays by, for, and about women. Prerequisites: LAT220 and LAT221. 5 quarter hours. Counts in the Fine Arts or Humanities Area of General Education Requirements.

LAT 330 - 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. 5 quarter hours. Counts in the Fine Arts or Humanities Area of General Education Requirements.

LAT 335 - Digital Multimedia Production
This course will provide a hands-on introduction to digital short film production, and it will provide opportunities for visual and aural expression through the pre-production, shooting, and post-project editing and analysis. Students will learn how to articulate visual concepts through mastery of professional digital equipment and software. Counts in the Fine Arts Area of General Education Requirements. Prerequisite(s): none. 5 quarter hours
Distribution: GenEd-Fine Arts.

LAT 402 - Teacher! Teacher! Images of the 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. Prerequisite(s): none 5 quarter hours
Distribution: GenEd-Fine Arts.

LAT 440 - 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. 3-4 quarter hours.

**LAT 490 - 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.

**LAT 495 - 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.

**LAU - Music**

**LAU 110 - 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. 2 quarter hours. Counts in the Fine Arts Area of General Education Requirements.

Distribution: GenEd-Fine Arts.

**LAU 205 - Musicianship I**

Development of listening, sightsinging and keyboard skills. Course will include the study of melodic and rhythmic notation, scales, key signatures, rhythmic patterns and melodic and harmonic intervals through written and oral exercises. Prerequisite: LAU110 or permission of instructor 2 quarter hours Counts in the Fine Arts Area of General Education Requirements.

Distribution: GenEd-Fine Arts.

**LAU 206 - Musicianship II**

Continuation of Musicianship I; course will further explore melodic and rhythmic notation, rhythmic patterns and harmonic structures through written and oral exercises. Prerequisites: LAU205. 2 quarter hours. Counts in the Fine Arts Area of General Education Requirements.

Distribution: GenEd-Fine Arts.

**LAU 207 - 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 oral exercises. Prerequisites: LAU206. 2 quarter hours. Counts in the Fine Arts Area of General Education Requirements.

Distribution: GenEd-Fine Arts.

**LAU 210 - 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: LAU207. 5 quarter hours. Counts in the Fine Arts Area of General Education Requirements.

Distribution: GenEd-Fine Arts.

**LAU 220 - Music as Social Experience**

This course will provide the opportunity to understand different aspects of musical experience and to become more familiar with how music works. Students will learn musical vocabulary to expand musical perception and increase listening skills. Exploring popular and classical music in different cultural contexts, a variety of individual compositions will be examined within spiritual, gender, political and emotional contexts, as well as the context of film. Prerequisite(s): none. Co-requisite(s): none. 5 quarter hours


**LAU 300 - Applied Music--Individual Instruction**

Individual or group instruction in voice or musical instrumental. Proficiency in Applied Music is judged on an individual basis through recital at term end. Students may register for this course more than once. No previous musical experience is required. 2-5 quarter hours Counts in the Fine Arts Area of General Education Requirements.

Distribution: GenEd-Fine Arts.

**LAU 305 - Sound Tracks: Music as a Social Experience**

This course will provide an introduction to the understanding of how music works, and it will provide opportunities for self-guided explorations of music within different cultural contexts. Examining a variety of individual compositions within spiritual, healing, political and emotional contexts, as well as the context of film, students will learn to identify different aspects of musical experience, and will gain a musical vocabulary to expand musical perception and increase listening skills. Counts in the Fine Arts OR Humanities Area of General Education Requirements. Prerequisite(s): None 5 quarter hours


**LAU 320 - History of Music I**
Upper division seminar investigating music of the Renaissance, Baroque and Classic periods. Emphasis on changes in stylistic implementation of musical elements by composers such as Josquin Monteverdi, Purcell, Bach, Handel, Haydn, Mozart and Beethoven. Prerequisites: LAU210. 5 quarter hours. Counts in the Fine Arts or Humanities Area of General Education Requirements.


LAU 321 - 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 Schubert, Schumann, Berlioz, Brahms, Wagner, Liszt, Debussy, Stravinsky, Schoenberg, Bartok, Hindemith and Stockhausen. Prerequisites: LAU320. 5 quarter hours. Counts in the Fine Arts or Humanities Area of General Education Requirements.


LAU 325 - 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. Prerequisite: LAS110 or equivalent. 5 quarter hours Counts in the Fine Arts or Humanities Area of General Education Requirements.


LAU 410 - 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. 5 quarter hours. Counts in the Fine Arts Area of General Education Requirements.

Distribution: GenEd-Fine Arts.

LAU 490 - Music Independent Study

An opportunity for students to pursue an approved exploration in an area of music, including but not limited to pedagogy, performance interpretation, music education, music history and literature or music theory. Students will work with the instructor on an individual basis, meeting regularly to present independently completed assignments. 2-5 quarter hours

LAU 495 - Music Special Topic

A music offering of special interest in an area of music, including but not limited to music theory, individual instruction, music education, music history and literature or current issues in music performance. Students may register for the course more than once, as the topic may vary each term. 2-5 quarter hours.

LAU 499 - 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. 3-5 quarter hours.

LIBR - Library

LIBR 100 - Introduction to Research Strategies and Library Resources

This course introduces students to college research: how to develop a successful search strategy, how to efficiently search article databases, and how to critically evaluate sources. Collaborating online, students will also learn how to build a literature review from scholarly sources, including journals, books, and credible Web resources. Counts towards the Information and Technology Literacy Area of General Education Requirements. Prerequisite(s): None. 2 quarter hours

Distribution: GenEd-Other.

LIBR 200 - Digital Information Literacy

This course introduces students to the concepts and competencies of digital information literacy which include the ability to access, analyze, communicate, and critically evaluate information in digital formats. Students will acquire flexible strategies for finding information and reflect on issues related to the ethical use of sources. Students will learn critical literacy skills as applied to academic, professional, and personal learning. Prerequisite(s): None. Co-requisite(s): None. 2 quarter hours

Distribution: GenEd-Other.

LIBR 202 - Critical and Ethical Use of Digital Information

This course focuses on the critical evaluation and ethical use of digital information. In addition to critically evaluating digital information in a variety of formats, students will learn the importance of attribution, how to avoid plagiarism, the basics of copyright, and will explore the ethical and legal issues related to the use of digital information. Counts towards the Information and Technology Literacy
Area of General Education Requirements.
Prerequisite(s): none 2 quarter hours
Distribution: GenEd-Other.

**LIBR 300 - Library Research for the Social Sciences**
This course introduces students to college research in the social and behavioral sciences. Students will learn important research techniques, including how to identify and determine the most appropriate sources required for an information need, how to find and critically evaluate sources, and how to ethically use and share the information. Through the use of online tools and collaboration, students will be able to identify and locate relevant literature in the field in order to compile an effective literature review. This course counts towards the ABS degree requirements. Prerequisite(s): Admission to the Applied Behavioral Sciences Program. 2 quarter hours

**LIBR 585A - Workshop/Information in the Digital Age for the Adult Learner**
This workshop, intended for the returning graduate student, will introduce new technology and skills to prepare students for academic success. An introduction to online tools, tips, and tricks will help students to manage digital information, conduct online research, and work collaboratively online. Prerequisite(s): none 1 semester hour

**MBA - Master of Business Administration**

**MBA 500 - Introduction to Graduate Studies**
The purpose of this course is to orient and prepare students for the National Louis University MBA program. Students will be introduced to the background of the university and its learning methodologies; become acquainted with specifics of the design and goals of the MBA program; become acquainted with available NLU resources and services; and become familiar with student requirements for success in the program. Students will also become familiar with the online learning platform used in support of the program. Prerequisite(s): Admission to the MBA. This course is designed to be the first course in the MBA program. Co-requisite(s): None. 1 semester hour

**MBA 501 - Graduate Management Foundations**
This is the first course in the MBA program. It provides foundational knowledge in core business subjects, fundamentals and applications that are customarily included in accredited undergraduate business programs. The course also orients the student to the educational philosophy, academic resources and operational practices employed in delivering the MBA program. This course is a prerequisite to all other MBA courses for students who do not fully meet all of the MBA admission requirements and/or do not have an undergraduate degree professionally accredited by IACBE, AACS, or ACBSP. Prerequisite(s): Admission to the MBA. Co-requisite(s): None. 3 semester hours

**MBA 502 - Organizational Behavior**
This course introduces students to the complexity and significance of human behavior in organizations by emphasizing the dynamic relationship of individual, group, and organizational factors that influence performance effectiveness. Examination of current theories and research in the multidisciplinary field of organizational behavior provides students with the foundation needed to apply their knowledge to their organizational experiences and to develop their managerial skills in such areas as motivation, team development, decision making, leadership, and managing organizational change. Thus, students can improve their own effectiveness, contribute to the effectiveness of their organizations, and achieve their professional aspirations. Prerequisite(s): Admission to the MBA Program and/or to the Leadership Certificate. 3 semester hours

**MBA 503 - Leadership & Organizational Behavior**
This course is a gateway MBA program experience that focuses on contemporary leadership and organizational behavior perspectives. Students explore topics such as authentic leadership, emotional intelligence, and teamwork while examining the individual, group, and organizational factors that influence a leader’s ability to exert influence and enact change. Through self-assessment, simulation, and reflection, students achieve a heightened understanding of how they can enhance their own leadership effectiveness, contribute to the effectiveness of their organizations, and realize their professional aspirations. Prerequisite(s): Admission to the MBA program; MBA500 or MBA501, MBA503. Co-requisite(s): None. 3 semester hours

**MBA 504 - 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. 3 semester hours

**MBA 506 - Ethical and Legal Issues**

This course examines the responsibilities of ethical leadership in the modern organization. Course content will underscore stakeholder rights and the organization’s duties to its stakeholders, both internal and external, as well as to society-at-large. Both political and social as well as ethical and legal rights and duties are explored. Major areas of analysis include: employer and employee rights; occupational; safety; product safety; advertising; environmental issues; and social responsibility. A variety of managerial decision-making techniques will be applied in the analysis and solving of ethical problems. Prerequisite(s): Admission to the MBA program; MBA500 or MBA501, MBA503. Co-requisite(s): None. 3 semester hours

**MBA 508 - Managerial Economics**

This course will introduce the student to the application of microeconomic principles to managerial decision-making in the modern organization. Emphasis will be placed on marginal analysis and resource allocation as well as strategic aspects of managing organizations in differing competitive environments. A variety of decision-making techniques will be used in the analysis and solving of organizational problems. A variety of managerial decision-making techniques will be applied in the analysis and solving of ethical problems. Prerequisite(s): Admission to the MBA Program; MBA500 or MBA501. Co-requisite(s): None. 3 semester hours

**MBA 510 - Macroeconomics**

The purpose of this course is to improve the personal and professional financial decision making of students. We look at the behavior of a variety of economic data and Federal Reserve monetary policy decisions based upon the business cycle definitions of the National Bureau of Economic and the associated Leading Indicator approach of the Conference Board to enable students to analyze the current state of the US economy and forecast its future state. Prerequisite(s): Admission to the MBA Program; MBA500 or MBA501, MBA503. Co-requisite(s): None. 3 semester hours

**MBA 512 - International Management**

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

**MBA 514 - 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(s): Admission to the MBA Program; MBA500 or MBA501, MBA503. Co-requisite(s): None. 3 semester hours

**MBA 516 - 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(s): Admission to the MBA Program, MBA500 or MBA 501, MBA503, MBA 514, MBA 518. Co-requisite(s): None. 3 semester hours

**MBA 518 - Financial Management**

This course will emphasize the strategic management of assets and liabilities to maximize the value of organizations. Topics include time value of money, investment decision criteria, evaluation of cash flows, risk analysis, cost of capital, working capital management, dividend policy, and overall financial performance. Prerequisite(s): Admission to the MBA Program; MBA500 or MBA501, MBA503, MBA514. Co-requisite(s): None. 3 semester hours

**MBA 522 - Strategic Marketing**

The course is designed to provide a foundation of marketing knowledge and practical skills that will enable the student to develop and implement strategic marketing programs in future work situations. The course will examine marketing principles and their application to strategic marketing problems in a competitive global environment. Issues addressed will include consumer research, product development, pricing decisions, distribution management, integrated marketing communications, and performance measures. The course also will focus on marketing strategy trends, such as the increasing...
use of social media. Prerequisite(s): Admission to the MBA Program; MBA500 or MBA501, MBA503. Co-

**MBA 524 - Strategic Management**

This capstone course gives students practice in making and analyzing strategic decisions that require integration of the functional areas of the organization. The course especially focuses on how to make business strategy decisions in a dynamic marketplace. Prerequisite(s): Admission to the MBA Program, MBA 500 or MBA 501; MBA 503; MBA 510; MBA 522; MBA 514; MBA 526; MBA 508; MBA 518; MBA 529; MBA 532; MBA 516; MBA 506; MBA 581. This course is designed to be the final course in the MBA program. Co-requisite(s): None. 3 semester hours

**MBA 526 - 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): Admission to the MBA Program; MBA500 or MBA501, MBA503. Co-

**MBA 528 - 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

**MBA 529 - International Management**

The globalization of business is challenging organization leaders at all levels to come to grips with the complexities of managing business beyond the U.S. This course focuses on the interplay between the domestic business environment and the diversity of business environments across the world. It is designed to prepare graduates with sensitivity, analytical skills, and decision-making skills that will help them stand out among their peers as leaders capable of dealing successfully in the international business community. Prerequisite(s): Admission to the MBA Program; MBA500 or MBA501, MBA503. Co-

**MBA 530 - 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 Students: Intro to WebCT workshop and an upper level undergraduate Marketing course 3 semester hours

**MBA 532 - Technology and Leadership**

This course focuses on how managers can leverage technology and information to improve organizational performance. Like human and financial resources, technology is a critical ingredient of modern organizations. The course addresses general patterns of technology development and evolution, and then focuses on the impact of information technology on many industries-manufacturing and services including healthcare and government. The course uses case studies and frameworks to enable general managers to be effective participants in the planning, management, and use of technology in their areas of responsibility. Prerequisite(s): Admission to the MBA Program; MBA500 or MBA501, MBA503. Co-

**MBA 534 - 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: MBA500Intro to MBA and MBA522 Strategic Marketing. For Certificate students: Intro to WebCT workshop and an upper
MBA 536 - 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 Certification students: Intro to WebCT workshop and an upper level undergraduate Finance course 3 semester hours.

MBA 538 - 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.

MBA 540 - 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.

MBA 581 - Workshop/Introduction to Capstone
This workshop prepares students to participate in the online Capstone simulation, which is the core activity of the MBA524 Strategic Management course. Prerequisite(s): Admission to the MBA Program; MBA500 or MBA501, MBA503, MBA510, MBA522, MBA514, MBA526, MBA508, MBA518, MBA529, MBA532, MBA516, MBA506. This course is designed to be taken immediately preceding the last course in the MBA program, MBA524 Strategic Management. Co-requisite(s): None. 0 semester hours.

MGT - College of Management and Business

MGT 101 - Introduction to Business
Studies the forms of business organization, microeconomic topics, business and society, management, and decision making. 4 quarter hours.

MGT 103 - Personal Project Management
This course introduces the concept of returning to school as a project to be managed through project management strategies, addressing time, finances, and competing priorities. Using project management strategies increases the likelihood that students will successfully complete their degree program. This course introduces strategies for academic success, including time and stress management concepts, personal advocacy and strategic planning, and adult learning theory. Prerequisite(s): none. 2-3 quarter hours

Distribution: Business Elective.

MGT 106 - Applications of Business Writing
Introduces the communications 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 recommended. 4 quarter hours

Distribution: Business Elective.

MGT 120 - Accounting Principles I
Applies the basic accounting principles as they relate to the 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.

MGT 121 - 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: MGT120. 4 quarter hours

**MGT 122 - 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.

**MGT 150 - Introduction to Computer Applications**
This completely hands-on course introduces to software productivity tools. Word processing, database management, spreadsheet, and communication concepts and applications are the major topics of this course. 4 quarter hours.

**MGT 200 - 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.

Distribution: Business Elective.

**MGT 201 - Career Evaluation and Planning**
This course will guide students to evaluate themselves and the vocational landscape in order to develop a career and/or career change plan that will lead to career advancement. The course will have the students examine their interests, skills, work history, education, and physical capacities to identify transferrable skills to occupations within their interests, skills, education, and physical capacities. It will also guide the students into how to search the labor market in order to find potential employers. This course will also prepare students to interview for positions. Prerequisite(s): None. Co-requisite(s): None. 5 quarters hours

**MGT 204 - 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

**MGT 205 - 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

Distribution: Business Elective.

**MGT 207 - 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

Distribution: Computer Science.

**MGT 215 - Quantitative Tools in Business**
This course emphasizes the use of spreadsheets as a quantitative Decision Support System that assists managers in the decision making process. The course explores the use of spreadsheets such as Microsoft Excel to analyze data using its powerful quantitative tools. Basic mathematical principals are reviewed and applied to the creation and use of spreadsheets in the decision making process. It continues with advanced spreadsheet concepts, operations, and techniques (i.e., statistics, macros, forecasting, etc.) Prerequisite(s): None 4 quarter hours

Distribution: Computer Science.

**MGT 220 - 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

Distribution: Business Elective.

**MGT 221 - Individual Taxation**
Presents basic concepts of US 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

Distribution: Business Elective.

**MGT 230 - 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 of an executive summary. Students enrolled for more than three quarter hours will produce additional business documents including research based business reports. Prerequisite(s): None. 3 quarter hours OR 5 quarter hours

Distribution: Business Elective.

**MGT 239 - 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: MGT150. 4 quarter hours.

Distribution: Computer Science.

**MGT 243 - 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: MGT150. 4 quarter hours.

Distribution: Computer Science.

**MGT 270 - 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

Distribution: Business Elective.

**MGT 300 - 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.

**MGT 301 - 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: MGT122, MGT101, and one economics course or consent of the program director. 4 quarter hours.

**MGT 302 - 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. Prerequisites: MGT101 and MGT106. 4 quarter hours.

**MGT 303 - Business Research and Communications**

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.

Distribution: Business Elective.

**MGT 304 - 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: MGT302 and MGT204. 4 quarter hours.

Distribution: Business Elective.

**MGT 305 - Operations Management**

Represents a blend of concepts from industrial engineering, cost accounting, general management, quantitative methods, and statistics. Covers production and operation 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.

Distribution: Business Elective.

**MGT 307 - Cosumer 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. Distribution: Business Elective.

**MGT 309 - Advertising**

Covers advertising as it pertains to the development of a marketing promotional program. Examines the role of advertising in implementing marketing objectives and strategies. Identifies and evaluates the various forms of advertising based on marketing objectives. All aspects of mass communication, from planning to the final evaluation of the promotional mix, are examined. Also includes an examination of current topics in advertising (interactive media, infomercials, international advertising, etc.). Prerequisite: MGT300. 4 quarter hours. Distribution: Business Elective.

**MGT 312 - 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 systems 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. Distribution: Business Elective.

**MGT 314 - 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: MGT347. 4 quarter hours. Distribution: Computer Science.

**MGT 317 - 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. Distribution: Business Elective.

**MGT 319 - Money and Banking**

Examines financial institutions, systems, regulating bodies, and policies. Prerequisites: MGT101 and one economics course. 4 quarter hours. Distribution: Business Elective.

**MGT 320 - 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. Distribution: Business Elective.

**MGT 321 - 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. Distribution: Business Elective.

**MGT 322 - 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. Distribution: Business Elective.

**MGT 323 - 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.
MGT 362 - Marketing for Entrepreneurs
Provides practical tools for planning, implementing and controlling marketing activities for a new venture. Prerequisite: MGT300. 4 quarter hours.
Distribution: Business Elective.

MGT 370 - 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.
Distribution: Business Elective.

MGT 371 - 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.
Distribution: Business Elective.

MGT 372 - International Management
This course provides an understanding of how business firms manage international operations. It explores how a manager's role and decisions need to adapt as the company goes beyond a single national boundary. The course explores only the socio-cultural environment abroad, but also the organizational problems that result from attempting to integrate and coordinate a complex set of operations worldwide. This course includes subtopics such as overseas market selection, planning, product adaptation, channel selection, pricing behavior, promotion strategy, exporting and importing. 5 quarter hours for International management concentration and 4 quarter hours for cohort model BA Business Administration. Prerequisite(s): Junior standing and minimum of two management courses or consent of the CMB Admission Team. This course can be taken as part of the concentration in International Management or independent of the concentration. It can also be taken as part of the BABA program. 4-5 quarter hours

MGT 373 - International Marketing
Presents an applied course devoted to the extended study of marketing products abroad. Includes subtopics such as overseas market selection, planning, product adaptation, channel selection, pricing behavior, promotion strategy, exporting and importing. Involves case studies and a problem-solving approach, which accompanies the lecture format. Prerequisite: MGT270 or MGT300. 4 quarter hours.
Distribution: Business Elective.

MGT 375 - 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 and 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. Distribution: Business Elective.

MGT 400 - 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

MGT 403 - Introduction to BSM/BSMIS
The BSM/BSMIS is one of the few degree programs that focuses on "management" of information systems. It is taught both online and in the classroom, but either way, students must have a certain comfort level with computers. It is essential that the student has the computer and other skills required to successfully complete the program. Since many of you have been out of school for awhile, this course is intended to ease you back into school. It will orient you to the program and serve as an introduction to required skills. Among required skills 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's online library. Writing skills will also be measured. Prerequisite(s): Admission to the BSM or BSMIS program One quarter hour

**MGT 404 - Diversity in the Workplace**

Organizational leaders are now facing the challenge of how to effectively manage a workforce that is increasingly diverse in regard to race, ethnicity, gender, age, sexual preference, and physical ability. To succeed long term, a company must help its employees welcome and value each other’s diverse backgrounds so that in working together, the company can gain a competitive advantage over those companies who are unable to facilitate this process for their employees. Individuals need to be aware of these issues so they not only can succeed within an organization, but also can successfully deal with external stakeholders such as customers, suppliers, etc. 5 quarter hours in the concentration in International Management and 4 quarter hours in the cohort model BA in Business Administration program. Prerequisite(s): Junior standing and minimum of two management courses or consent of the CMB Admission Team. This course can be taken as part of the concentration in International Management (5QH) or independent of the concentration, including as a required course in the cohort model BA Business Administration with a concentration in Accounting (4QH). 4-5 quarter hours

Distribution: Business Elective.

**MGT 405 - Accounting Information Systems**

This course covers concepts of accounting information systems in organizations, both for-profit and not-for-profit. It focuses on processes of analyzing and designing accounting information systems, with emphasis on those utilizing computer facilities. Internal controls and auditing considerations are also covered. Prerequisite(s): Enrollment in the degree-completion cohort B.A. in Business Administration with a Concentration in Accounting program. 4 quarter hours

Distribution: Business Elective.

**MGT 406 - 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

Distribution: Business Elective.

**MGT 407 - 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

**MGT 408 - Contemporary Issues in International Management**

Recognizing the competitive and rapidly changing environment of most industries is a key factor in successful international operations. This course draws upon students' understanding of doing business in a global environment as it explores current issues and the impact these have on short and long term operations. The course discusses the role of the manager in recognizing and acting upon external, economic, political, and cultural environments. Issues related to marketing, finance, and human resources are also discussed. 5 quarter hours for concentration in International management and 4 quarter hours for the cohort model BA in Business Administration. Prerequisite(s): Junior standing and minimum of two management courses or consent of the CMB Admission Team. This course can be taken as part of the concentration in International Management or independent of the concentration. This is a required course in the cohort model BA Business Administration. 4-5 quarter hours

**MGT 409 - 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

**MGT 410 - 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(s): Admission to BSM program and MGT403

**MGT 412 - Organizational Behavior**

This course introduces students to the interrelated individual, group, and organizational-level factors that influence workplace interactions and performance. An interdisciplinary exploration of current research evidence and contemporary perspectives in the field of organizational behavior provides students with valuable tools for developing managerial "best practices" in areas such as motivation, team development, problem solving, decision making, leadership, and organizational change. Prerequisite(s): Admission to the BSM Program, MGT403, MGT410, MGT431, MGT478 4 quarter hours

Distribution: Business Elective.

**MGT 413 - 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

**MGT 414 - Business Research Methods 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

**MGT 416 - 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(s): MGT403 4 quarter hours

**MGT 417 - 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(s): MGT403 4 quarter hours

**MGT 418 - 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

**MGT 420 - 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.

Distribution: Business Elective.

**MGT 422 - 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.

**MGT 424 - 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(s): MGT403 4 quarter hours

**MGT 427 - Advanced Cost Accounting**

This course involves the study of advanced cost accounting aspects as a means of providing useful quantitative information for decision making. Topics include the following: advanced analysis of cost and management accounting problems; special applications of cost accounting techniques for management planning and control; current developments in cost accounting. Prerequisite(s): Enrollment in degree-completion, cohort BA in Business Administration with Concentration in Accounting program. 4 quarter hours

Distribution: Business Elective.

**MGT 428 - Ethical Issues in Business and Management**

Builds upon an understanding of ethical principles 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

**MGT 430 - 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, MGT410, MGT431, MGT478. Co-requisite(s): None. 4 quarter hours

**MGT 431 - 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. Co-requisite(s): None. 4 quarter hours

**MGT 432 - Advanced Business Law**

This course builds upon students' understanding of basic legal principles underlying business transactions and moves into additional areas of business and managerial law, such as employee hiring, employee compensation, and employee termination; protecting consumers, shareholders and other external stakeholders; and technology (e-mail, web sites, blogging). This course will examine current real-world situations of companies and managers as they have grappled with these legal issues. Prerequisite(s): Enrollment in the degree-completion, cohort BA in Business Administration. 4 quarter hours

Distribution: Business Elective.

**MGT 433 - 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(s): MGT403 4 quarter hours

**MGT 434 - 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 for Managers**

This course emphasizes a systematic process for thinking critically and provides opportunities for students to improve their critical thinking skills as managers. Topics and class activities focus on stimulating the kind of thinking necessary to foster new managerial insights and strengthen the ability to articulate and apply sound reasoning to business problems. Prerequisite(s): HCL300 and HCL335 or MGT403, MGT431, and MGT478, or approval of Dean or Associate Dean of the College of Management and Business. Co-requisite(s): None. 4 quarter hours

**MGT 437 - Data Mining and Warehousing**

Introduction to the fundamental concepts of data mining including motivations for and applications of
Students will learn to critically assess principles and managerial behaviors and responsibilities. Introduces techniques for mining information from the web including logs, forms, cookies, user identification and path analysis. Prerequisite(s): MGT403, MGT433 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 strategic 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 444 - Financial Decision Making
The focus of this course is on the use of financial data to make better organizational and personal decisions. Topics include financial statement analysis, cost analysis, budget development and evaluation, cost-volume-profit analysis, and time value of money. Prerequisite(s): None 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. Prerequisite(s): Enrollment in the cohort, degree completion Bachelor of Arts in Business Administration 5 quarter hours

MGT 452 - Legal and Ethical Principles in Management
This course builds on basic legal and ethical principles within a management context. It provides a critical analysis of legal principles related to: competition; 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

MGT 454 - Project Management
This course covers 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

MGT 456 - Securing Corporate Information
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 the 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 4 quarter hours

MGT 457 - Consumer Decision Making
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 purchase or gain ownership of personal commodities. Prerequisite(s): Admission to the BSM Program and MGT403 4 quarter hours

Distribution: Business Elective.

MGT 458 - Marketing for Managers
This course examines the basic principles and concepts of the marketing function within a variety of organizational settings. This course focuses on the practical application of skills and knowledge to one’s personal and professional life. This includes examination of contemporary marketing theories, practices, and issues. The student identifies the
marketing strategy of the organization, and analyzes its application to actual outcomes; employs creative as well as critical thinking skills; identifies and analyzes a marketing opportunity or problem, through the development of a marketing plan. Prerequisite(s): Admission to the BSM Program and MGT403, MGT410, MGT431, MGT478. Co-prerequisite(s): None. 4 quarter hours

MGT 459 - Competitive Analysis
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 included: present competitors, potential competitors, bargaining power of suppliers, bargaining power of buyers, and the threat of substitute products. Also examined are critical factors 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

Distribution: Business Elective.

MGT 462 - Systems Development Life Cycle
Course provides an overview of the systems development life cycle, including the phases of planning, analysis, design, build, test, deployment, and support. The course will cover the latest tools, techniques, and methodologies for developing business applications. Special emphasis will be placed on understanding and specifying business requirements, then iteratively transforming requirements into a system design. Prerequisite(s): MGT403 4 quarter hours

MGT 463 - Understanding Markets
This course will examine the nature and differences of Markets, via market attractiveness, industry and social trends; focus on understanding target marketing, target segmentation, technology development and its effects on markets—now and future. Emphasis will be placed on the creation of new markets, analysis of market health and life stage; a comparison will be made between the nature of product and service markets; attention is paid to the nature and effect of organizational buying decisions, demographics in the marketplace, and the influence of advertising and promotion on new or existing markets; finally, examine the nature and difficulties of competing in the global marketplace. Prerequisite(s): Admission to the BSM Program and MGT403 4 quarter hours

Distribution: Business Elective.

MGT 464 - Macroeconomics for Managers
This course is designed to provide a survey of macroeconomics with particular focus on areas that are relevant for managerial decision-making. Students are introduced to: various components and indicators of performance of the U.S. economy including output, unemployment, and inflation; fiscal and monetary policy tools; and the world economy and international trade issues. Prerequisite(s): Admission to the BSM Program and MGT403 4 quarter hours

Distribution: Business Elective.

MGT 469 - 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 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 4 quarter hours

MGT 471 - 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. Prerequisite(s): MGT403, MGT462 4 quarter hours

MGT 472 - 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

Distribution: Business Elective.

MGT 473 - 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, and management. Material covered in this course centers around field-based research and case study analysis. Prerequisite(s): MGT403 4 quarter hours

MGT 474 - 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 return and return maximization). Prerequisite(s): Admission to the BSM Program and MGT403 4 quarter hours
Distribution: Business Elective.

MGT 478 - Managerial Assessment
Students in this course examine their managerial skills and behaviors through participating in a variety of assessment activities. This course provides the groundwork for designing a personal management development plan to guide students in embracing their strengths and improving their managerial proficiency as they move through their management studies. In addition to increasing their self-awareness, students also focus on improving their understanding of others' behaviors in the workplace. Prerequisite(s): MGT403 3 quarter hours

MGT 479 - Management Development Practicum
Students set and pursue one or more personal managerial development goals during the four-month practicum period. B.S. in Management students are required to take this practicum three times (during terms 2, 3, and 4). Each practicum is an opportunity for students to improve in a different self-chosen managerial skill through reading, action, and reflection. Learning is documented in a series of brief management development reports and through an end-of-course class presentation. During the term-long length of the course, students work independently along with direction and feedback from their professor (who functions as their personal coach). Prerequisite(s): MGT410, MGT478 1 quarter hour

MGT 481 - 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

MGT 482 - 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 BSM program and MGT403

MGT 485 - 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. Prerequisite(s): MGT403 and all other BSMIS courses 5 quarter hours

MGT 487 - Leadership in Organizations
This course provides a foundation in leadership. It is an overview or survey of leadership; areas to be addressed include skills, traits, and contingency approaches along with newer constructs that are currently generating interest within organizations today. Authentic leadership, shared leadership, and emotional intelligence are some of the current topics to be covered. Prerequisite(s): Junior standing and minimum of two management courses or consent of the CMB Admission Team. This course can be taken as part of the concentration in Leadership or independent of the concentration. 5 quarter hours
Distribution: Business Elective.

MGT 488 - Leadership and Change
Given the rapidly changing external environment it is critical that organizations understand the necessity of change. This course assists students in identifying variables that may trigger the need for change. Recognizing the leadership skills necessary to design implement and evaluate change initiatives will be addressed. Building strong communication plans, and
organizational context: human resource planning; following functions are explored in
and Development (MS
Master of Science in Human Resource Management
integration of the knowledge and skills learned in the
devlopment and provides for the systematic

issues

This course examines current trends, practices and issues in human resources management and
development and provides for the systematic
integration of the knowledge and skills learned in the
Master of Science in Human Resource Management and Development (MS-HRMkD) program. The
following functions are explored in an integrated,
organizational context: human resource planning;
employee selection, placement and retention;
employee training and development; organizational
development/behavior/change; compensation and
benefits; employee and labor relations and associated
legal issues and management practices.
Prerequisite(s): Admission to the HRMD Program.
MGT509, MGT533, MGT521, MGT541, MGT513,
MGT520, MGT515, MGT540. Co-requisite(s): None.
3 semester hours

MGT 509 - Human Resources Planning
Identifies and operationalizes the major functions of
"Human Resource Planning." This course examines
the role of the human resource manager in creating a
productive work environment as an organizational
planner, specifically, in human resources planning
and forecasting; 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 also learn how to use library resources
for evaluating, learning, performance improvement initiatives. Additionally,
organizational training systems and the application of
employee training and development as an
organizational training systems include salaries and wages, incentive awards
and bonuses, long-term income and set-asides,
premiums and profit/gain-sharing options,
and other benefits. Students will learn how
systematically developed compensation packages are
implemented and effectively managed. Students will also
provide the students with an understanding of
management topics. Prerequisites: None; 5
Semester Hours

MGT 513 - Total Compensation Systems
The Total Compensation Systems course is designed
to provide the students with an understanding of
compensation (pay and benefits) 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
provide the students with an understanding of
management topics. Prerequisites: None; 5
Semester Hours

MGT 515 - Training and Development: Systems and Practices
This course focuses on the nature and growth of
organizational training systems and the application of
employee training and development as an
organizational development intervention. There is an
emphasis on a systematic approach to the
development of effective training programs which
includes the assessment of organizational needs
performance outcomes as an integral piece of
performance improvement initiatives. Additionally,
students will examine methods for evaluating,
training programs or courses, and explore techniques
for evaluating participant reactions, learning,
behavioral changes and training process
improvements. Prerequisite(s): Graduate Standing 4 Semester Hours

MGT 520 - Performance Analysis and Productivity Measurement

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

MGT 521 - Recruit/Selection/Retention

This course examines the criteria and techniques required in the effective recruitment and selection of employees. This course is designed to focus on preparing the human resources professional/manager to implement sound and lawful hiring practices such as the development of job analyses, recruitment strategies and selection techniques to include resume screening, testing and interviewing candidates, selecting the best candidate, Internet as a recruiting tool, offering employment and placing the candidate in the organization. Prerequisite(s): Graduate Standing 3 Semester Hours

MGT 533 - Organizational Behavior and Development and Change

This course explores traditional perspectives and current issues in Organizational Behavior (OB), Organizational Development (OD) and Change Management. The course explains and applies organizational behavior theories on the individual, work group, and organizational-wide levels in analyzing and solving organizational challenges by using appropriate OD techniques. It approaches OD and Change Management as a diagnostic process of planned change based on OB concepts. The growing role of the HR professional is emphasized. Prerequisite(s): Graduate Standing; 5 Semester Hours

MGT 540 - Labor and Management Relations

This course examines the growth of unions, their impact on employment activities, the development of management union relations, and the legal basis of union-management negotiations. Emphasis will be placed on determining management strategies for collective bargaining, union history, labor law, how to cost out a labor contract, bargaining process techniques, new emerging forms of union-management relationships, and the preservation of Non-Union relationships. Prerequisite(s): None; 4 Semester Hours

MGT 541 - 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: equal opportunity and affirmative action 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. Prerequisites: Graduate standing; 3 Semester Hours

MGT 543 - Leadership Assessment in Organizations

While examining historical and contemporary leadership theories and practices, students assess their own leadership strengths and challenges and create a development plan to improve their interpersonal and organizational effectiveness. Prerequisite(s): Admission to the Leadership Certificate or MSM program 3 semester hours

MGT 546 - Organizational Design and 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): Admission to the Leadership Certificate or admission to MSM program. 3 semester hours

MGT 551 - Leadership and High Performance Teams

Students explore methods for optimizing team effectiveness in organizations. Particular emphasis is placed on the leader's role in the development and management of high performance teams. Through a major course project, students observe, participate in, and evaluate teams, both at their workplaces and in class. Prerequisite(s): Admission to CMB's post-baccalaureate Certificate in Leadership; Admission to the Master of Science in Management (MSM) Program. 3 semester hours

MGT 553 - 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
innovative thinking. In this course, students sharpen analytical skills by conducting an organizational strategy audit and examining relationships in the different phases of a dynamic strategic management process. Prerequisite(s): Admission to CMB’s graduate Leadership Certificate; Admission to the MSM. 3 semester hours

MGT 594 - 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

MHA - Master of Health Services Administration

MHA 500 - 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

MHA 510 - 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

MHA 511 - 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

MHA 512 - 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

MHA 520 - 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

MHA 521 - Managerial Accounting in Health Care

This course introduces the concepts, conventions and terminology of accounting and finance as applied in health care organizations. Students will identify the role of finance in health care applications, compare balance sheets, income statements, and statements of cash flow in financial statement analysis, and apply financial ratios and benchmarking as analysis tools for decision making. Cost determination and behavior, profit analysis, plus cost allocation are examined as management accounting tools. Advanced managerial accounting and financial analysis techniques including multiple pricing strategies, planning and budgeting, variance analysis, standard costs, time value analysis and risk return models are also developed. The importance of outcome evaluation as a parallel consideration in decision making is emphasized throughout the course. Prerequisite(s): MHA Term 1 courses 3 semester hours

MHA 522 - Health Care Business Operations

This course surveys common health care business operations including patient registration certification, billing, insurance, collection, materials management, medical records, legal affairs, utilization review and discharge planning. Capitation contracts and other alternative payment systems are introduced. The business implications of alternative medical staffing models are also examined. Prerequisite(s): MHA Term 1 courses 3 semester hours

MHA 530 - 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 capititation 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

MHA 531 - Health Care Information Systems

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

Prerequisite(s): MHA Terms 1 and 2 courses 3 semester hours

MHA 532 - Human Resources in Health Care

This course examines the fundamental components of the employment process and the essentials of labor law as applied in health care organizations. A primary focus is the development of positive employee relations through appropriate salary administration, 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

MHA 540 - Marketing in 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

MHA 541 - Strategic Management in Health Care

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

Prerequisite(s): MHA Terms 1, 2 and 3 courses 3 semester hours

MHA 550 - 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

MHE - Mathematics Education

MHE 450 - Mathematics for Elementary and Middle School Teachers

This is a mathematics course for prospective and inservice elementary and middle school teachers. It addresses the concepts of a comprehensive elementary and middle school mathematics curriculum through reasoning and problem solving in the areas of number and operations, algebra, geometry, measurement, data analysis and probability. 

Prerequisite(s): None. 3 semester hours

MHE 480A - Methods of Teaching Mathematics

This course, intended for students preparing to become certified 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(s): Admission to National College of Education. 4 quarter hours

MHE 480B - Methods for Teaching Elementary Mathematics

This course is intended for students preparing to become certified teachers. It addresses pedagogy, materials and instructional issues related to the learning and teaching of mathematics in elementary school. It is designed to help future teachers develop knowledge, skills and beliefs that will enhance their ability to teach mathematics to children.
Prerequisite(s): Admission to the M.A.T. program or consent of M.A.T. program director, ELE500, EPS511, six hours of appropriate college mathematics, college algebra level and above, approved by transcript review. 2 semester hours

**MHE 481 - Theories and Methods of Teaching Primary Mathematics**

This course examines how primary grade school children learn mathematics while addressing instructional strategies and materials that promote meaningful learning. Emphasis on effective teaching will include lesson development, planning and management for hands on learning activities, and self-evaluation. Three hours of clinical experiences are required as part of the course. Prerequisite(s): Admission to National College of Education. 3 semester hours

**MHE 482 - Instructional Methods/Primary/Math 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. 3 quarter hours

**MHE 485 - 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 3 semester hours or 5 quarter hours

**MHE 501 - Topics in Math for Teachers: Number Concepts & Operations in the Elementary & Middle School Math Curriculum**

This is a mathematics course for prospective and in-service teachers. It addresses number and operations as they occur in a comprehensive elementary and middle school mathematics curriculum using problem solving, reasoning, representations, connections and communication to understand the application of number to other areas of mathematics and the real world. Prerequisite(s): none. 3 semester hours

**MHE 502 - 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). This 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

**MHE 503 - 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

**MHE 510 - 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

**MHE 511 - 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
MHE 512 - Topics in Mathematics for Teachers: Statistics and Probability

Statistics and Probability is a study of reasoning under uncertainty using empirical information. This course will emphasize the thinking skills needed for developing an intuitive understanding of statistics and probability with a critical approach to their use. Practitioners 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. Prerequisite(s): MHE450 or equivalent or consent of program advisor. 3 semester hours

MHE 523 - Perspectives on Exceptionality in Mathematics Learning

Perspectives on Exceptionality in Mathematics Learning is taught with an emphasis on assessing the mathematical knowledge of students and providing appropriate experiences to allow them to advance as far as possible. Accommodations for the entire range of special needs in students are explored to enable teachers to provide differentiated experiences. These skills are developed through problem solving involving expansions in both directions including gifted, so all children are challenged. This course includes opportunities to map conceptual units that define the product of learning in topics like rational numbers, basic operations, problem solving, algebraic thinking, etc. for the span of learning abilities. Prerequisite(s): Certified teacher or consent of instructor 3 semester hours

MHE 550A - Early Intervention in Mathematics: Theory and Assessment

The purpose of this course is to build students' knowledge of the theory, research base and practice of early intervention in mathematics. It will also include specific assessments for identifying a child's current level of mathematical understanding and some explicit application of the early intervention. Prerequisite(s): Teaching certification 3 semester hours

MHE 550B - Seminar in Math Intervention Assessment and Teaching

This is the second course in a two-course sequence designed to prepare students to become Math Intervention 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. Note: MHE550B extends throughout the school year.

Students receive a final grade after the final requirements have been completed during the Spring term. Prerequisite(s): Teacher Certification and completion of MHE550A. 3 semester hours

MHE 582 - Workshop/Math Education/Topic

1-4 semester hours

MHE 584 - Workshop/Math Education/Curriculum Materials

1-4 semester hours

MHE 585 - Workshop/Math Education/Instructional Practices

1-4 semester hours

MHE 586 - Workshop/Students with Special Needs

1-4 semester hours

MHE 591 - Field Study Math Education

1-4 semester hours

MHE 593 - Seminar in Mathematics Education

This seminar is a culminating experience that is designed to help teachers in the mathematics education program integrate their knowledge of historical, political, and socio-cultural perspectives on equity, and access, and excellence in the mathematics education begun earlier in the program. They will examine research and practice on professional development, leadership, and educational change as they relate to mathematics education. In addition, they will complete the research study begun in ESR505. Prerequisite(s): ESR505 Educational Inquiry and Assessment 3 semester hours

MHE 594 - Independent Study/Math Education

1-3 semester hours

MLE - Middle Level Education

MLE 300 - Middle School: An Overview

This course distinguishes middle level education history and philosophy and advocates relationships between the unique developmental characteristics of young adolescents (10-14 year olds) and young adolescent culture for appropriate interactive classroom experiences and middle level educational best practices. The course advances middle level educators to develop appropriate dispositions, strategies and knowledge for the multifaceted role as facilitator, guide, collaborator, reflective practitioner and young adolescent advocate while exploring young adolescent learning as a personal experience based on their Physical, Intellectual, Emotional, Social, Spiritual developmental characteristics (PIESS) embedded within each learner's gender, cultural,
socioeconomics, community, mass media popular culture (PLUS) understanding. Prerequisite(s): None. 5 quarter hours

MLE 302 - Middle Level Curriculum
This course explores appropriate curricula models for young adolescent learners in safe healthy academically challenging classroom environments and advocates cultivating middle level educators as leaders. Students participate in a variety of course experiences advancing learning while developing strategies for teaching in diverse, collaborative, creative, globally connected classrooms while embracing and encouraging curiosity, critical thinking, infusing related fine arts and the production and use of mass media technology. Students develop strategies for evaluation of student achievement and curricular programs through alternative and diverse assessments identifying differentiation, student voice professional, state, local standards and data acquired from students, parents, and community members. Prerequisite(s): MLE300. 5 quarter hours

MLE 500 - Middle School: An Overview
Candidates are challenged and empowered to be developmentally responsive middle level educators. Candidates develop current best middle level practices, competencies and instructional strategies. Candidates will advance their knowledge of the unique developmental characteristics and culture of young adolescents (10-14 year olds) and how these characteristics impact middle level education and teaching. The course distinguishes middle level education history, philosophy and practices as a distinct pedagogy from elementary and secondary education. Prerequisite(s): None. 3 semester hours

MLE 502 - Middle Level Curriculum
Teacher candidates explore appropriate curricular models for young adolescent learners. Teacher candidates work individually and collaboratively to develop strategies for teaching and leadership in diverse middle level classrooms. Inquiry, creativity and critical thinking are encouraged through the infusion of fine and applied arts as well as production and use of technology. Teacher candidates learn strategies for differentiated instruction and assessment. Standards-based, content teaching and learning processes are addressed. Teacher candidates create curriculum that is challenging, exploratory, integrative and relevant for their students. Prerequisite(s): MLE 500. Co-requisite(s): None. 3 semester hours

MLE 506 - Middle Level Coherent Curriculum I
This course is an in-depth study curriculum approaches which are appropriate for middle level students. The practical aspects of parallel, interdisciplinary, multidisciplinary and integrative curriculum for the middle grade classroom will be examined. Students study the ways in which lessons and units are planned with teacher teams and early adolescents; content area skills and concepts will be examined as they relate to a developmentally appropriate curriculum for early adolescents. Emphasis will be at the classroom and team level, as students learn to develop strategies for teaching and learning in diverse classrooms. Students design and create a variety of curricula units. 3 semester hours

MLE 508 - Middle Level Coherent Curriculum II
In this course students develop strategies to assess curriculum programs and middle level 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 which address the needs of diverse and special need learners. Emphasis at the grade level and school level, as students examine a larger context for curriculum. The relationships between middle level curriculum and the curriculum at the elementary and high school levels are examined. Students develop an action research project that involve their early adolescent students. 3 semester hours

MLE 510 - Middle Level Coherent Curriculum III
This course examines equity issues in the classroom, school setting, and in society. It is designed to explore the historical, philosophical, sociological, and psychological influences that women, and cultural diversities have had in education. Students conceptualize and interpret the settings, purposes, curricula, research, experiences, adaptations, consequence, results, and implications of non-dominant treatment and influence in the educational experience. Students explore their own classrooms and/or their school setting for teacher and/or student behaviors that might lead to bias or discrimination. An harassment policy is created by the students for use in their schools. 3 semester hours

MLE 512 - Teaching Media and Cultural Literacy for Middle Level Students
This course provides an in-depth study of the essential role of technology and media literacy for middle level students. The course helps to inform middle level teachers of resources available and involves the students in a variety of media and technological experiences. This course also provides an historical perspective and study on the status of children and society and the impact of media and
MLE 514 - Connecting Middle Schools to Family and Community III

This course advances the belief that young adolescent learning does not occur solely in school and that school-community, and family-school collaborations must occur to support young adolescent well-being and achievement. Throughout the class students document the positive influence adults have on the world of young adolescents. Students will recognize that there are various family types and that all families need to be included in the school community. They participate in creating a community collaborative web that promotes young adolescent well being and success and demonstrate skills in working with school-community and family community connections through research, interviewing, and learning how to make meaningful connections among schools and community organizations and families and schools. Students identify a community agency where they will volunteer. They work as an equal team member in a collaborative community team that promotes the well-being and success of young adolescents. Students volunteer 30 clock hours in an identified community agency that works with young adolescents. 3 semester hours

MLE 516 - Integrative Arts at Middle Level

This course is intended to highlight the essential role of the arts for middle school students and to inform prospective middle level teachers of resources available to integrate arts experience 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 which are appropriate for middle level students and which are consistent with middle level curriculum goals. 2 semester hours

MLE 524 - 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. Prerequisite(s): None. 2 semester hours

MLE 528 - Workshop/Administration and Supervision

1 to 4 semester hours

MLE 584 - Workshop/Curriculum Practices

1 to 4 semester hours

MLE 585 - Workshop/Instructional Practices

1 to 4 semester hours

MLE 582 - Workshop/Instructional Practices

1 to 4 semester hours

MLE 584 - Workshop/Instructional Practices

1 to 4 semester hours

MLE 594 - Independent Study/Middle Level Education

The purpose of this independent study in Middle Level Education is to provide students with the opportunity to investigate in depth a topic, problem, or relevant issue. The topic should be of relevance to their individual goals and professional aspirations as a middle level educator. Prerequisite(s): none 1-4 semester hours

RLD - Reading and Language, Doctorate

RLD 600 - Language and 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 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

**RLD 603 - 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

**RLD 604 - 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

**RLD 606 - 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

**RLD 607 - 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

**RLD 690 - Advanced Internship in Literacy**
This field-based experience involves the participant in an applied problem-solving project related to literacy. Possible settings include classrooms, schools, the University, clinic or private sector where the involvement may be in diagnostic/clinical processes, teaching, staff development, research, and publication. Participants take responsibility for defining a literacy-focused problem, planning and executing an approach, and evaluating and summarizing outcomes. Prerequisite: Advanced standing. 1-4 semester hours

**RLD 694 - Independent Study/Reading and Language**
1-3 semester hours

**RLL - Reading and Language, Literacy**

**RLL 330 - Foundations of Emergent Literacy**
Candidates in this course will apply literacy theory to instructional methods, materials and the Illinois State Board of Education Early Learning and Common Core Standards for teaching reading and language arts to young children. Play and the active nature of constructive learning will be emphasized. Adaptation for special needs and culturally diverse children will also be included. Current research along with the Internet will be examined. Ten pre-clinical hours are required as part of the course. Prerequisite(s): ECE215 or equivalent ECE324 or equivalent. Co-requisite(s): Admission to the College of Education. 5 quarter hours

**RLL 478 - Literacy Methods I: K-4**
This course introduces key issues in early literacy research and instruction. Students will engage in discussion of and planning for differentiated instruction in all the language arts (reading, writing, listening, speaking, viewing and visual representation). Reading and writing will be taught as mutually supportive, holistic processes. Students will learn about instructional strategies and materials appropriate for emergent, beginning and early fluent readers. Prerequisite(s): Admission to NCE, Elementary Education program. 3 quarter hours

**RLL 479 - Literacy Methods II: 5-9**
This course introduces key issues in the development of strategic reading and writing of both narrative and informational texts. Students will become familiar with theoretically sound, research-based instructional strategies for the teaching of advanced and content-area reading and writing. Students will learn literacy assessments appropriate for middle grade learners and how to use assessment plus an understanding of adolescent learners to plan and implement appropriate literacy instruction. Prerequisite(s): Admission to NCE, Elementary Education program, RLL478. 2 quarter hours

**RLL 481 - Teaching Primary Reading and Language Arts**
This course presents an integrated approach to theory, curriculum, methods and materials for literacy instruction (reading and language arts) in the primary grades, K-3. Clinical experience with children of this age will be required. Prerequisite(s):
Admission to National College of Education, Early Childhood Program 3 Quarter Hours

RLL 520 - Survey of Literature for Children and Adolescents

This introductory course is designed to provide an overview of trade books written for children from preschool through adolescence. Emphasis is on the identification, selection, and evaluation of high-quality literature in different formats and genres appropriate for the developmental stages of each age group. Attention is given to literature representing a range of students' diverse needs, interests and backgrounds, such as: a) exceptionalities, disabilities and gifts and talents; b) languages; c) ethnicities, races, and cultures; and d) global understandings. Candidates will become familiar with online database resources for children's and adolescent literature available through university and public libraries, as well as professional organizations. NOTE to be applied to course in the online schedule: Students may only register for one semester hour online. Students will need to send a note to the Registrar's Office from their NLU student email account, asking to be registered for the additional one semester hour. Prerequisite(s): Graduate standing. 2-3 semester hours

RLL 522 - Adolescent Literature

This course is designed to provide an overview of young adult literature for ages 12-18 with an emphasis on the evaluation, selection, and implementation of books and other literacy resources in middle and high school classrooms and library programs. It explores standard selection criteria for print and nonprint materials in all formats. The course also focuses on gender-fair, multicultural, international, and "classic" materials, as well as texts for students with special needs and abilities. The implementation of adolescent literature in the classroom will also be explored. NOTE to be applied to course in the online schedule: Students may only register for one semester hour online. Students will need to send a note to the Registrar's Office from their NLU student email account, asking to be registered for the additional one semester hour. Prerequisite(s): Basic children's literature course such as RLL520 or consent of instructor. 2-3 semester hours

RLL 523 - Storytelling

This course focuses on the art of storytelling in the classroom and library as a means of developing children's interest in literature and other content areas of the curriculum. Candidates will develop knowledge of appropriate story sources and program planning, as well as practice telling stories orally, and through the use of aids such as puppets, storyboards, and music. The course also highlights various aspects of diversity in relationship to storytelling, namely, gender representation, and multicultural and international stories. Prerequisite(s): None, although some familiarity with techniques for working with groups of children and with children's literature is desirable. 2 semester hours

RLL 528 - Survey of Multicultural Literature K-12

This course is designed to provide an in-depth study of multicultural literature, K-12. For the purpose of this course, multicultural literature is defined as literature by and about people of ethnic and racial diversity. Guidelines for selecting and evaluating culturally authentic literature will be an essential component of this course. Emphasis is placed on fostering understanding of various population groups of our society through discussion that stems from quality multicultural children's books. NOTE to be applied to course in the online schedule: Students may only register for one semester hour online. Students will need to send a note to the Registrar's Office from their NLU student email account, asking to be registered for the additional one semester hour. Prerequisite(s): RLL520 or equivalent entry-level Children's Literature Course. 2-3 semester hours

RLL 529 - Teaching through Informational Books K-12

Participants will explore a wide variety of informational texts that can be used in educational settings including high-quality, diverse, and developmentally appropriate books, Web sites, and magazines for children and adolescents (K-12). Defining characteristics and criteria for evaluating these texts for accuracy, authenticity, organization, format, design, and writing style will be shared and discussed as well as teaching with these texts to meet the Illinois Learning Standards. Elements of a thematic unit will be presented and participants will have the opportunity to demonstrate understanding of how to plan a unit that includes teaching students how to think critically about these texts. Prerequisite(s): Basic children's literature course such as RLL520, or consent of instructor. 1-2 semester hours

RLL 532 - Integrating the Language Arts into 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

RLL 533 - Language Development and Variation
This course involves the study of spoken language including language acquisition, functions and structure, variation across cultures and social groups, and classroom discourse. Students will examine linguistic factors affecting classroom instruction, as well as the growing influence and possibilities of technology in this area. Implications for classroom instruction in language arts will be highlighted. Prerequisite(s): none 2 semester hours

RLL 535 - Foundations of Emergent Literacy
Candidates in this course will both apply and align literacy theory to instructional methods, materials and the Illinois State Board of Education Early Learning and Common Core Standards for teaching reading and language arts to young children. Play and the active nature of constructive learning will be emphasized. Differentiation for diverse learners will also be included. Current research along with the Internet sites related to emergent literacy will be examined. Ten pre-clinical hours are required as part of the course. Prerequisite(s): Admission to the ECE MAT program. Co-requisite(s): None. 3 semester hours

RLL 537 - Early Literacy Methods PreK-3
Introduces key issues in early literacy research and instruction (PreK-3). Students will engage in discussion of and planning for differentiated instruction in all the language arts (reading, writing, listening, speaking, viewing and visual representation). Reading and writing will be taught as mutually supportive, holistic processes. Students will learn about instructional strategies and materials appropriate for emergent, beginning and early fluent readers. Prerequisite(s): Admission to the Early Childhood Education M.A.T. Program. 3 semester hours

RLL 538 - Literacy Methods I: K-4
Introduces key issues in literacy research and instruction, K-4. Students will engage in discussion of and planning for differentiated instruction in all the language arts (reading, writing, listening, speaking, viewing and visual representation). Reading and writing will be taught as mutually supportive, holistic processes. Students will learn about instructional strategies and materials appropriate for emergent, beginning and early fluent readers. Prerequisite(s): Admission to the Elementary Education M.A.T. Program, ELE500, and EPS511. Co-requisite(s): None. 1-2 semester hours

RLL 539 - Literacy Methods II: Grades 5-9
This course introduces key issues in the development of strategic reading and writing of both narrative and informational texts. Students will become familiar with theoretically sound, research-based instructional strategies for the teaching of advanced and content-area reading and writing. Prerequisite(s): Admission to the Elementary Education M.A.T. Program, RLL538, ELE500, and EPS511. 2 semester hours

RLL 540 - Methods and Materials for Teaching Reading and Language Arts: Alternative Certification
This course is designed for students in the Elementary Education Alternative Route for Certification Program. Integrated approach to recent developments in theory, curriculum, methods and materials for literacy instruction (reading and language arts) in elementary school (K-9). Students are required to complete 18 clock hours of field experience which will be arranged by methods instructor as well as 25 hours in one classroom while enrolled in this class where they will develop models for teaching and learning. 3 semester hours

RLL 559 - Comprehensive Literacy Model for School Improvement
This course introduces K-12 educators to a systematic method for initiating and sustaining a continuous school improvement model. The model uses literacy as the essential tool for improving student achievement across content and a framework for developing professional learning communities. Prerequisite(s): Teaching Certificate and basic course in teaching literacy or consent of instructor. 2 semester hours

RLL 560A - Reading Recovery Practicum I
This is the first course in a three-part series for preparing school based intervention teachers according to the standards and guidelines of the Reading Recovery Council of North America. Emphasis is on learning how to use the instructional framework and procedures for Reading Recovery 30-minute individually designed lessons for children who struggle with beginning literacy learning. It includes differentiation of instruction for young children of diverse cultures, languages and learning styles. Daily tutoring of four at-risk first grade children is required while enrolled in this course. Prerequisite(s): Must be employed in a school implementing Reading Recovery and consent of the instructor. 3 semester hours

RLL 560B - Reading Recovery Practicum II
This is the second course in a three-course series for preparing school based intervention teachers according to standards and guidelines of the Reading Recovery Council of North America. The course emphasizes adapting the instructional framework and
Leaders Part II

RLL 561B - Reading Recovery Practicum for Teacher Leaders Part II

Mid-year supervised application of Reading Recovery. This is the second course in a three-course series preparing school district based teacher leaders. Emphasis is on the instructional framework and procedures used in the Reading Recovery 30-minute daily tutorial as an early intervention for children who struggle with beginning literacy learning and differentiation of instruction for particular children from diverse cultures, languages and learning styles. This course continues to prepare teacher leaders with an in-depth understanding of Reading Recovery from the perspective of an instructor. Daily tutoring of four first grade children is required while enrolled in this course. Prerequisite(s): Successfully completed RLL 561A, admission to Reading Recovery Teacher Leader Training course series, earned master degree in education and approval of Illinois Reading Recovery Center Director. 3 semester hours

RLL 562 - 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

RLL 563 - 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
RLL 564 - Reading Recovery: The Classroom and Social Context 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

RLL 565 - Intervention Designs for Struggling Readers and Writers

This course provides an introduction to a comprehensive intervention model for differentiating reading and writing instruction within K-12 curricula. The course overviews small group intervention options and emphasizes professional collaborations aiming to align supplemental intervention instruction with core curriculum. Diagnostic assessments and portfolios for monitoring individual student responses to interventions will be introduced. Prerequisite(s): Basic course in teaching literacy or consent of instructor. 2 semester hours

RLL 566A - 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

RLL 566B - Reading Recovery: Seminar in Teacher Leadership

The second 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

RLL 566C - Reading Recovery: Seminar in Teacher Leadership

The third 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

RLL 568A - Reading and Writing Interventions Practicum I

This course is the first practicum in a two-part series designed for practicing teachers. The course will focus on differentiating reading and writing instruction via supplemental instruction within general and special education settings. Participants will organize, design, and deliver small group literacy instruction for their students who are experiencing difficulty with reading and writing within the K-12 school curriculum. Practicum occurs in a school setting. Prerequisite(s): RLL565 or permission of instructor. Co-requisite(s): Certified teacher currently employed within a K-12 school setting with Reading Recovery implemented in the elementary and/or its feeder school. 2 semester hours

RLL 568B - Reading and Writing Interventions Practicum II

This course is the second practicum in a two-part series. Focus is on an advanced study of intervention models for K-12 students having difficulty with reading and writing. Practicum students will implement a research-based intervention model in a school setting, collect data, and prepare intervention portfolios. The course will include techniques for using intervention team meetings, collaborating with teachers across intervention programs, and using assessments to monitor student literacy progress. Practicum occurs in a school setting. Prerequisite(s): RLL568A. Co-requisite(s): Certified teacher currently employed within a K-12 school setting with Reading Recovery implemented in the elementary and/or its feeder school. 2 semester hours

RLL 569 - Early Literacy Assessment

Course participants will learn how to administer, score, and interpret records of oral reading, Marie Clay’s *Observation Survey of Early Literacy Achievement* and *The Record of Oral Language* in English or Spanish. These assessments are appropriate for children between the ages of five and about nine years. Prerequisite(s): Certified teacher currently working in a school setting and permission of instructor. Co-requisite(s): Certified teacher currently employed within a K-12 school setting with Reading Recovery implemented in the elementary and/or its feeder school. 2 semester hours

RLL 570 - Literacy Coaching School Improvement

This course focuses on the role of the literacy coach as an agent of change within a continuous school improvement model. There is an emphasis on
carefully crafted coaching cycles with individual, teacher teams, and school-based professional development designed to bring about improvement in teaching, literacy instruction, and student achievement. Prerequisite(s): RLL559 or approval of the instructor. Co-requisite(s): Certified teacher and full time literacy coach currently within a K-12 school setting with Reading Recovery implemented in the elementary and/or its feeder school. 3 semester hours

**RLL 583 - Workshop/Literacy/Contemporary Issues**
1-4 semester hours

**RLL 584 - Workshop/Literacy/Programs and Materials**
1-4 semester hours

**RLL 585 - Workshop/Literacy/Instruction**
1-4 semester hours

**RLL 586 - Workshop/Literacy/Instruction**
1-4 semester hours

**RLL 587 - Workshop/Literacy/Staff Development**
1-4 semester hours

**RLL 593 - Seminar in Language Arts/Literature/Library Education**
This culminating course of Language Arts, Literature, and Library Education offers candidates a capstone experience to integrate their learning. Embedded within this process is a focus on reflection while reviewing growth and identifying areas for continued learning. Emphasis is on the reading, critique, and synthesis of current research and evaluation of practice as candidates engage in action research. Ultimately, they will prepare a plan for continued professional development and service to the profession beyond the completion of their degree. Students completing the school library information specialist course sequence will be directed to take this course as 1sh, all other students will be directed to take this course as 2sh. Prerequisite(s): Consent of program director, completion of ESR505 and of program courses. 1-2 semester hours

**RLL 594 - Independent Study/Language Arts**
1-3 semester hours

**RLL 595 - Special Topics/Language Arts**
1-4 semester hours

**RLR - Reading and Language, Reading**

**RLR 500 - 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

**RLR 501 - Teaching Beginning Reading**
This course introduces theoretical orientations to reading processes as well as methods and materials for teaching beginning reading. The course emphasizes methods for assessing and teaching that capitalize on the spoken language competence and facets of early literacy children bring with them to school. Phonemic awareness and phonics are considered within the framework of a comprehensive, contextually-based approach to teaching reading. Oral language development, developmental spelling, stages of early writing, fluency, comprehension, and vocabulary development are also considered. Instructional approaches for learners of diverse cultures, languages, and learning styles are introduced including guided reading. Prerequisite(s): Basic reading methods course or RLR500. 3 semester hours

**RLR 502 - 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 reading methods course or RLR500 or consent of instructor. 3 semester hours

**RLR 503 - Teaching Content Area and Advanced Reading**
Candidates in this course will focus on the development of mature reading for their students, particularly reading to learn from expository text materials, digital texts and other media. The course also centers on teaching methods that develop strategic reading of informational texts, together with research and study skills. The ways that middle and secondary schools can best provide such reading instruction across the curriculum will be considered. 3 semester hours Prerequisite(s): An undergraduate
or graduate literacy methods course such as RLL480A, RLL538/539 or consent of instructor.

**RLR 505 - Reading and Language Arts Instruction of Linguistically Diverse Students**

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 biliteracy (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

**RLR 510 - Diagnosis and Assessment of Reading**

This course introduces a framework for understanding reading difficulty and its assessment and diagnosis. Participants learn how to administer and interpret literacy assessments and use other diagnostic techniques with diverse populations in order to identify reading levels and areas of instructional focus, and communicate this in professional reports. Advantages and limitations of standardized reading tests and other assessment devices are also considered along with diagnostic options within the school team including those used in special education. Participants research issues and assessments using library and technological tools and are required to locate primary, elementary, middle and secondary students for assessment administration. Prerequisites: RLR501 and RLR502 or equivalent graduate courses, or consent of instructor. This course assumes knowledge of developmental spelling and its assessment, running records, miscue analysis, and comprehension probes including questioning, retelling, and think alouds. 3 semester hours

**RLR 511 - Corrective Techniques for the Reading Specialist**

This course introduces theoretical and practical perspectives 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. Prerequisite(s): RLR501, RLR502, RLR510 and admission to the Reading Specialist Program or consent of program director. 3 semester hours

**RLR 516 - Literacy Development in 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

**RLR 518 - Leadership and Professional 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, professional 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. Prerequisites: RLR592A and RLR592B or consent of instructor. 3 semester hours

**RLR 540 - Teaching Content Area Literacy at the Middle and Secondary Level**

This course focuses on the development of reading in the middle and secondary grades, particularly reading to learn from expository text materials, digital texts and other media, and on the development of study skills. Teaching methods that develop strategic reading and writing 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 and writing instruction across the curriculum, as articulated in the Common Core State Standards for Interdisciplinary Literacy, Grades 5-12, will be considered. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours
RLR 550 - Teaching Reading Comprehension and Content Literacy in Grades 1-6

This course, designed for pre-service teachers, introduces theories and models of comprehension and implications of these constructs for the teaching of reading comprehension and content reading across grades 1-6 for students of diverse languages, cultures and learning styles. Candidates develop familiarity with issues related to questioning, text structures, metacognitive monitoring, and guided reading strategies. Candidates examine 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(s): RLL 537 or RLL 538 or consent of instructor. Co-requisite(s): None. 2 semester hours

RLR 583 - Workshop/Reading/Contemporary Issues
1-4 semester hours

RLR 584 - Workshop/Reading/Programs and Materials
1-4 semester hours

RLR 585 - Workshop/Reading/Instruction
1-4 semester hours

RLR 586 - Workshop/Reading Assessment
1-4 semester hours

RLR 587 - Workshop/Reading/Staff Development
1-4 semester hours

RLR 590 - 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

RLR 591 - 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

RLR 592A - Practicum in Remedial Reading A: Elementary

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 elementary 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: RLR511 with a grade of B or better. 2 semester hours

RLR 592B - Practicum in Remedial Reading B: Grades 6-12

This is a 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 older students (grades 6-12) 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: RLR511 with a grade of B or better. 2 semester hours

RLR 593 - 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. Prerequisites: ESR505, RLR592A, and RLR592B or prior consent of program director. 3 semester hours

RLR 594 - Independent Study/Reading Education

Provides graduate students in reading education degree programs with an opportunity to pursue advanced scholarly study in special areas or to investigate a practical school problem. Special forms must be obtained from the Graduate Administrative Office and completed before registration can take place. Prerequisite: Admission to the Reading Specialist Program. 1-3 semester hours

RLR 595 - Selected Topics in Reading

An advanced seminar dealing with current issues in reading and language development. 1-3 semester hours

RLR 599 - Thesis/Reading Education

Required of all Master of Science in Education students. The thesis is a formal written document that is the result of disciplined, scholarly inquiry. The student must present the signed Thesis Proposal document at the time of registration for this course. Prerequisites: ESR503 and admission to the Reading Specialist Program. 4 semester hours

RLR 599X - 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**

**RLS 510 - 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

**RLS 511 - 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

**RLS 512 - School Library Administration and Advocacy**

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

**RLS 513 - Organizational Knowledge of Library Materials**

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

**RLS 514 - Teaching Research to Children and Adolescents**

This course is an introduction to instructional strategies for teaching research (and information literacy) skills for children and young adults. Critical thinking, authentic learning, and inquiry-based instruction will be explored with a focus on embedding research across the curriculum. Access, selection, evaluation, and use of print and electronic information resources will be addressed. Teaching acquisition of information research skills that support the general curriculum for all students will be emphasized. Print and electronic resources available in school and local public libraries will be accessed as well as university library resources. Prerequisite(s): None. 2 semester hours

**RLS 591 - Supervised Experience in School Libraries**

The supervised field experience in a school library, at both the elementary and secondary school levels, offers students experience in unit planning, teaching and administering a school library program. Students will become familiar with national and state professional School Library Information Specialist standards to prepare for their state-required 30 hours of observation. Assessment will be based on students' successful completion of online portfolios, where they will reflect on application of best practices to their future school library careers; on participation in discussions, both in person and online; and on the presentation and analysis of a collaborative teaching experience. Prerequisite(s): complete at least one RLS course with a grade of B or better. Co-requisite(s): None. 0.5-1 semester hour

**RLW - Reading and Language, Writing**

**RLW 541 - Teaching Writing**

This course addresses relationships among research, theory, and practice in the teaching of writing, as pertaining to developmental and composing processes, the role of the community, writing strategies and skills, writing to learn in the content areas, reading-writing connections and the role of writing in the development of reading, genres and modes of discourse, uses of technology, conventions of standard written English, assessment, and diverse learners. Prerequisite(s): Pre service basic course in teaching writing, RLL480B, or consent of instructor. 2 semester hours

**RLW 542 - 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

**RLW 551 - 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

**RLW 583 - Workshop/Writing/Contemporary Issues**

1-4 semester hours

**RLW 584 - Workshop/Writing/Programs and Materials**

1-4 semester hours

**RLW 585 - Workshop/Writing/Instruction**

1-4 semester hours

**RLW 586 - Workshop/Writing/Evaluation**

1-4 semester hours

**RLW 587 -**

1-4 semester hours

**RLW 594 - Independent Study/Writing**

1-4 semester hours

**RLW 595 - Special Topics/Writing**

1-4 semester hours

**SCE - Science Education**

**SCE 480A - Methods of Teaching Science**

Encourages the active exploration of the question, "What is good science teaching?". Activities provide an open forum in which students construct their own ideas about effective science instruction so those ideas 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 kids develop an understanding of the science of nature, introducing practical, applicable models of best practice techniques and providing opportunities to experiment with those techniques in risk-free setting. Personally meaningful constructs of good science teaching will emerge. Prerequisite(s): Admission to the Elementary Education Program 3 quarter hours

**SCE 480B - Methods of Teaching Science**

This course encourages the active exploration of the question, "What is good science teaching?" The question, "What is good science teaching?" The construct ideas about effective science teaching to inform their developing science teaching styles. These activities aim 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 and, providing opportunities to experiment with those techniques in risk-free setting. Personally meaningful constructs of good science teaching will emerge. Prerequisite(s): Admission to the Elementary Education Program Co-requisite(s): None. 2 semester hours

**SCE 481 - 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

**SCE 485 - Advanced Methods of Middle School Science**

This course will investigate 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 content competence, resources and technological abilities through investigation of effective science teaching methods for middle school. They will use best practice middle level techniques for teaching science in an actual or simulated setting. They will also enrich understanding of critical science content and concepts. Personally meaningful constructs of middle level science teaching will emerge from the participant investigations.

Prerequisite(s): none. 3 semester hours or 5 quarter hours

**SCE 500 - 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

**SCE 501 - 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. For certified teachers only. 2 semester hours

**SCE 504 - 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. Prerequisites: None; 3 semester hours

**SCE 510 - 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 use of the conceptual change model. The course will investigate the content of practice 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. Prerequisite(s): None. 2-3 semester hours

**SCE 511 - 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, and 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. Prerequisite(s): None. 2-3 semester hours

**SCE 512 - Biology for Teachers**

Participants will examine 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. Biology for Teachers will give special attention to new developments and discoveries in various fields, such as genetic engineering. Opportunities provided for in-depth investigation of a particular area. Prerequisite(s): None. 2-3 semester hours

**SCE 520 - Applied Chemistry for Teachers**

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. Prerequisite(s): Admission to National College of Education and admission to the program. 2-3 semester hours

**SCE 521 - 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
Supervised experiences must be in accordance with student's career goals and experience. Consultation with the faculty advisor in accordance with development laboratories. Placement made in corporate and governmental research and planetaria, environmental science/natural history museums, zoos, aquaria, science education institutions, such as community settings. Internships available in informal knowledge and instructional skills in novel practices.

SCE 582 - Workshop/Science Education/Topic
1-4 semester hours

SCE 585 - Workshop/Science Education/Instructional Practices
1-4 semester hours

SCE 590 - Internship/Community Science Education
Provides an opportunity to develop both scientific knowledge and instructional skills in novel community settings. Internships available in informal science education institutions, such as science/natural history museums, zoos, aquaria, planetaria, environmental education centers, etc., or in corporate and governmental research and development laboratories. Placement made in consultation with the faculty advisor in accordance with student's career goals and experience. Supervised experiences must be in approved programs. The internship is supervised by an approved on-site mentor and a faculty member from Science Education department. Arrangements made with faculty advisor two quarters before registering for internship credit. Prerequisites: SCE500: Science, Technology and Society, and consent of program coordinator. 5-7 semester hours

SCE 593 - 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.
Prerequisite(s): Admission to National College of Education and admission to the program. 3 semester hours

SCE 594 - 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 classroom implementation of science instruction. 1 to 3 semester hours
Prerequisite(s): None

SEC - Secondary Education

SEC 502 - Introduction to Teaching at the Secondary Level
This course includes issues and trends affecting teaching at the secondary level: adolescent development, multicultural perspectives, curriculum development and integration, community building and maintenance, and the philosophies of education that influenced educational policy, laws, school structure, and pedagogical and methodological practices throughout U.S. history. Beyond assigned readings and class sessions, this course requires completion of 25 hours of field experience. Field
experiences will involve multicultural settings and working with students with special needs. Prerequisite(s): none Co-requisite(s): SPE500 4 semester hours

SEC 510 - Teaching Biology at the Secondary Level

This course, intended for candidates preparing to be licensed secondary biological sciences teachers, addresses the content and discipline of biological sciences as it pertains to general goals of secondary education. Participants will deepen pedagogical content knowledge, develop teaching materials, including lesson and unit plans, that solve instructional issues and employ science-specific teaching methods. Course requirements include the completion of 40 hours of field experience. Field experiences will involve multicultural settings and working with students with special needs. Prerequisite(s): Grade of B or better in SEC 502, SPE500. Co-requisite(s): Students who take this course for 3 or 4 semester hours of credit will see the different course assignments differentiated on the course syllabus. 3-4 semester hours

SEC 512 - Teaching English at the Secondary Level

This course addresses methods of teaching English at the middle/high school level through an in-depth focus on the curriculum, methods, materials and technology. Candidates will apply Common Core Standards to curriculum and practice, and implement methods and materials that will engage student learners. Mentor texts and centers are used to teach grammar, and employing a "writers club" addresses the peer revision process. Candidates create lesson and unit plans using backward design, including experiential activities. Assigned course requirements include the completion of 40 hours of field experience. Field experiences will involve multicultural settings and working with students with special needs. Prerequisite(s): Grade of B or better in SEC 502, SPE500. Co-requisite(s): Students who take this course for 3 or 4 semester hours of credit will see the different course assignments differentiated on the course syllabus. 3-4 semester hours

SEC 514 - Teaching Mathematics at the Secondary Level

This course, intended for candidates preparing to be licensed secondary mathematics teachers, addresses the content and discipline of mathematics as it pertains to general goals of secondary education. Participants will deepen pedagogical content knowledge, develop teaching materials, including lesson and unit plans, that solve instructional issues and employ mathematics-specific teaching methods. Assigned course requirements include the completion of 40 hours of field experience. Field experiences will involve multicultural settings and working with students with special needs. Prerequisite(s): Grade B or better in SEC502, SPE500. Co-requisite(s): Differentiated course assignments will be assigned to students who take this course for 3 vs. 4 semester hours of credit. 3-4 semester hours

SEC 516 - Teaching Physical Science at the Secondary Level

This course, intended for candidates preparing to be licensed middle level and secondary physical science teachers, addresses the content and discipline of physical science as it pertains to general goals of secondary education. Participants will deepen pedagogical content knowledge, develop teaching materials, including lesson and unit plans, that solve instructional issues and employ science-specific teaching methods. Assigned course requirements include the completion of 40 hours of field experience. Field experiences will involve multicultural settings and working with students with special needs. Prerequisite(s): Grade of B or better in SEC502, SPE500. Co-requisite(s): Students who take this course for 3 or 4 semester hours of credit will see the different course assignments differentiated on the course syllabus. 3-4 semester hours

SEC 518 - Teaching Social Studies at the Secondary Level

This course, intended for candidates preparing to be licensed middle level and secondary social science schoolteachers, addresses the content and discipline of social studies as it pertains to general goals of secondary education. Participants will deepen pedagogical content knowledge, develop teaching materials, including lesson and unit plans, that solve instructional issues and employ social studies-specific teaching methods. Assigned course requirements include the completion of 40 hours of field experience. Field experiences will involve multicultural settings and working with students with special needs. Prerequisite: Grade of B or better in SEC 502, SPE500. Co-requisite(s): Students who take this course for 3 or 4 semester hours of credit will see the different course assignments differentiated on the course syllabus. 3-4 semester hours

SEC 522 - Teaching Classical Languages (Latin) at the Secondary Level

This course provides candidates a solid background in the pedagogy for the teaching of Latin that leads to licensure for grades K-12. Particular emphasis is given to current best-practice research in education and its application to the middle and high school classroom. Professional, technological, and outside resources will be explored. A high degree of classroom participation and interaction are expected,
including the teaching and critiquing of lessons and discussions of materials prepared for this methods class. Implementation of the Illinois standards for classical foreign language learning will also be integrated into course content. Prerequisite(s): Participants must hold a B.A. in Latin (major or minor) and be enrolled in NLU’s secondary M.A.T. program. Co-requisite(s): Students who take this course for 3 or 4 semester hours of credit will see the different course assignments differentiated on the course syllabus. 3-4 semester hours

SEC 524 - Teaching World Languages K-12

Candidates review current theories and practices and learn about second language acquisition through implementing in class a collection of strategies and tools for developing students’ communication skills in a second language. Candidates will deepen pedagogical content knowledge through creation of a culminating unit of instruction that solidifies connections across curriculum design, instructional planning, lesson development, teaching materials, and assessment. Assigned course requirements include the completion of 40 hours of field experience. Field experiences will involve multicultural settings and working with students with special needs. Prerequisite: Grade of B or better in SEC 502, SPE500. Co-requisite(s): Students who take this course for 3 or 4 semester hours of credit will see the different course assignments differentiated on the course syllabus. 3-4 semester hours

SEC 525 - American Urban Education

This course will explore how race, ethnicity, culture, class, and gender affect 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 those realities affect the educational process. Strategies for teaching in a culturally diverse society and creating multicultural curriculum will be explored. Prerequisite(s): none 3-4 semester hours (consult department)

SEC 527 - Politics and Policy of Urban Education and Data Management

This course is designed to introduce practicing teachers to educational policy debates, with particular focus on the major issues and challenges facing teachers in urban school settings. This course examines data-driven decision making, turnaround and networked models of reform, looking at theories of change, implementation challenges, and the realities of current urban turnaround school teachers. The course is designed to encompass a macro view of school policy and reform while considering micro questions, evidence, and supports, with an eye towards how to move current teacher-ideas into action and proof of change using identifiable and reproducible education data metrics. Prerequisite(s): Admission to Urban Teaching Program or Permission of Instructor Co-requisite(s): None 3 semester hours

SEC 532 - Foundations of Communicative Language Teaching

The Communicative Approach has evolved to become one of the most significant and effective approaches for teaching students how to communicate in a non-native language. Students will explore the evolution of the Communicative Approach from a historical perspective of language teaching in the United States. They will examine the theoretical rationale, principals and methods for implementing the Communicative Approach. The course will entail ongoing experimenting and research in their own classrooms and peer teaching of CL techniques in the course. Prerequisite(s): Candidates hold a valid teaching certificate of a world language and demonstrate proof of at least an Advanced score on the ACTFL oral proficiency interview exam in the language they teach. Certified teachers may request permission of the instructor to substitute a letter from their Department stating the candidate’s language competency equivalent to the Advanced ACTFL OPI score in lieu of an official ACTFL score. 2-5 semester hours

SEC 533 - The Intersection of Cross Cultural Communication and Foreign Language Teaching

This course represents the intersection of the field of cross cultural communication with foreign language teaching. Cross cultural communication studies provide vital concepts, skills and techniques to offer foreign language teachers as they develop their Standards-based curricula. The course enables participants to introduce and develop intercultural competence in their middle and secondary school classrooms via authentic communication challenges. Prerequisite(s): Candidates hold a valid teaching certificate of a world language and demonstrate proof of at least an Advanced score on the ACTFL oral proficiency interview exam in the language they teach. Current M.A.T. teacher candidates enrolled in the Secondary Education program are eligible as well. Certified teachers may request permission of the instructor to substitute a letter from their Department Chairperson stating the candidate’s language competency equivalent to the Advanced ACTFL OPI score in lieu of an official ACTFL score. 3 semester hours

SEC 569 - 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 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

SEC 575 - Subsequent Certification Practicum

This course is designed for teachers currently in Illinois who wish to secure a subsequent Illinois certificate in secondary education for science, social science, English language arts, mathematics, or foreign language. The candidate will be required to complete between 75 and 150 hours in a classroom setting that is represented in the subsequent certificate. The candidate will also meet for seminar with a faculty member in the subsequent certificate area. Enrollment in this class requires advance application and approval. 3-6 semester hours

Prerequisite(s): Completion of all content coursework as described on the transcript assessment. Completion of individualized program of study as determined by initial portfolio review. Application for placement with preclinical review of portfolio. Passing score on Illinois Test of Basic Skills on file at NCE. Passing score on Illinois Subject Area Test for the subsequent certification on file at NCE. Current TB Test. Current Criminal Background Check.

SEC 590A - Student Teaching Secondary School Biological Science

Building on early field experiences, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a cooperating teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school.

Prerequisite(s): Admission to the MAT Secondary Education Program; RLR540, EPS511, CIL505, SPE500; grade of B or better in SEC502 and SEC514.

Co-requisite(s): None. 6 semester hours

SEC 590B - Student Teaching Secondary School Language Arts/English

Building on early field experiences, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a cooperating teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school.

Prerequisite(s): Admission to the MAT Secondary Education Program; RLR540, EPS511, CIL505, SPE500; grade of B or better in SEC502 and SEC512.

6 semester hours

SEC 590C - Student Teaching Secondary School Mathematics

Building on early field experiences, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a cooperating teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school.

Prerequisite(s): Admission to the MAT Secondary Education Program; RLR540, EPS511, CIL505, SPE500; grade of B or better in SEC502 and SEC514.

6 semester hours

SEC 590D - Student Teaching Secondary School Physical Science

Building on early field experiences, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a cooperating teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school.

Prerequisite(s): Admission to the MAT Secondary Education Program; RLR540, EPS511, CIL505,
SEC 590E - Student Teaching Secondary School Social Studies

Building on early field experiences, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a cooperating teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Prerequisite(s): Admission to the MAT Secondary Education Program; RLR540, EPS511, CIL505, SPE500; grade of B or better in SEC502 and SEC518. 6 semester hours

SEC 590F - Student Teaching Secondary School World Languages

Building on early field experiences, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a cooperating teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Prerequisite(s): Admission to the MAT Secondary Education Program; RLR540, EPS511, CIL505, SPE500; grade of B or better in SEC502 and SEC524. Co-requisite(s): None. 6 semester hours

SEC 592A - Secondary Education Alternative Certification: Internship for the Biological Sciences

Building on early field experiences, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education Program; RLR540, EPS511, CIL505, SPE500; grade of B or better in SEC502 and SEC510. Co-requisite(s): None. 2 semester hours

SEC 592B - Secondary Education Alternative Certification: Internship for English Language Arts

Building on early field experiences, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education Program, RLR540, EPS511, CIL505, SPE500; grade of B or better in SEC502 and SEC512. Co-requisite(s): None. 2 semester hours

SEC 592C - Secondary Education Alternative Certification: Internship for Mathematics

Building on early field experiences, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education Program, RLR540, EPS511, CIL505, SPE500; grade of B or better in SEC502 and SEC514. Co-requisite(s): None. 2 semester hours

SEC 592D - Secondary Education Alternative Certification: Internship for Physical Sciences

Building on early field experiences, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of
research and mentoring by a university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education Program; RLR540, EPS511, CIL505, SPE500, grade of B or better in SEC502 and SEC516. Co-requisite(s): None. 2 semester hours

SEC 592E - Secondary Education Alternative Certification: Internship for the Social Sciences

Building on early field experiences, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education Program; RLR540, EPS511, CIL505, SPE500; grade of B or better in SEC502 and SEC518. Co-requisite(s): None. 2 semester hours

SEC 592F - Secondary Education Alternative Certification: Internship for Foreign Language

Building on early field experiences, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education Program; RLR540, EPS511, CIL505, SPE50; grade of B or better in SEC502, SEC522 or SEC524. Co-requisite(s): None. 2 semester hours

SEC 594 - Independent Study/Secondary Education

The purpose of this independent study in Secondary Education is to provide students with the opportunity to investigate in depth a topic, problem, or relevant issue. This course is designed in conjunction with a faculty member leading the independent study. The topic should be of relevance to their individual goals and professional aspirations as a secondary level educator. Prerequisite(s): This course should be taken after secondary education certification with approval of advisor, instructor, department chair and dean. 1-3 semester hours

SEC 597A - Resident Student Teaching in Secondary Education Biology

During a year-long residency, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a mentor teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education program, RLR540, EPS511, CIL505, SPE500, grade of B or better in SEC502 and SEC510. Co-requisite(s): None. 2 semester hours

SEC 597B - Resident Student Teaching in English/Language Arts

During a year-long residency, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a mentor teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education
program, RLR540, EPS511, CIL505, SPE500, grade of B or better in SEC502 and SEC512. Co-requisite(s): None. 2 semester hours

SEC 597C - Resident Student Teaching in Secondary Education Mathematics

During a year-long residency, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a mentor teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education Program, RLR540, EPS511, CIL505, SPE500, grade of B or better in SEC502 and SEC514. Co-requisite(s): None. 2 semester hours

SEC 597D - Resident Student Teaching in Secondary Education Physical Science

During a year-long residency, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a mentor teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education Program, RLR540, EPS511, CIL505, SPE500, grade of B or better in SEC502 and SEC518. Co-requisite(s): None. 2 semester hours

SEC 597F - Resident Student Teaching in Secondary Education: Foreign Languages

During a year-long residency, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a mentor teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education Program, RLR540, EPS511, CIL505, SPE500, grade of B or better in SEC502 and SEC522 or SEC524. Co-requisite(s): None. 2 semester hours

SPAN - Spanish

SPAN 100 - Spanish I

This course, the first in a six-course sequence, provides students with a sound base in listening, speaking, reading, and writing in Spanish at the elementary level. Instruction is delivered primarily in Spanish, using a communicative approach in which student participation is maximized. Students learn and apply, both orally and in writing, useful vocabulary, grammar and pronunciation in a variety of sociocultural situations. Authentic audiovisual and reading materials through library resources and the Internet are used on a regular basis. Counts in the Humanities area of General Education requirements. Not open to native speakers of Spanish. 5 quarter hours

Distribution: GenEd-Humanities.
SPAN 110 - Spanish II

In this course, the second in a six-course sequence, following SPAN100, students continue to build their foundation in listening, speaking, reading, and writing in Spanish at the elementary level. Instruction is delivered primarily in Spanish, using a communicative approach in which student participation is maximized. Students continue to learn and apply, both orally and in writing, useful vocabulary, grammar and pronunciation in a variety of sociocultural situations. Authentic audiovisual and reading materials through library resources and the Internet are used on a regular basis. Counts in the Humanities area of General Education requirements. Not open to native speakers of Spanish. Prerequisite(s): SPAN100, placement, or consent of the department. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 120 - Spanish III

In this course, the third in a six-course sequence, following SPAN110, students complete their studies in Spanish at the elementary level. Students continue to strengthen their language skills in reading, writing, listening and speaking Spanish. Instruction is delivered primarily in Spanish. Emphasis is on application of the language in various sociocultural situations with the use of authentic written and audiovisual materials. Counts in the Humanities area of General Education requirements. Not open to native speakers of Spanish. Prerequisite(s): SPAN110, placement, or consent of the department. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 130 - Spanish First-Year Intensive

This course is a compilation of SPAN100, SPAN110, and SPAN120. Counts in the Humanities area of General Education requirements. Not open to native speakers of Spanish. Prerequisite(s): Not open to native or heritage speakers of Spanish. 15 quarter hours

Distribution: GenEd-Humanities.

SPAN 220 - Intermediate Spanish I

This second-year course, the fourth in a six-course sequence, following SPAN120-Spanish III or SPAN130-Spanish First-Year Intensive, builds on students’ elementary foundations in listening, speaking, reading, and writing. Students increase their fluency and accuracy in both writing and speaking, while they strengthen their reading and listening skills. Instruction is delivered almost exclusively in Spanish. Emphasis is on application of the language in various sociocultural situations with the use of authentic written and audiovisual materials. Counts in the Humanities area of General Education requirements. Not open to native speakers of Spanish. Prerequisite(s): SPAN120-Spanish III or SPAN130-Spanish First-Year Intensive; placement; or consent of the department. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 230 - Intermediate Spanish II

This second-year course, the fifth in a six-course sequence, following SPAN220 Intermediate Spanish I, continues to build on students’ foundations of communicative competence at the intermediate level. Instruction is delivered exclusively in Spanish. Emphasis is on application of the language in various sociocultural situations with the use of authentic written and audiovisual materials. Counts in the Humanities area of General Education requirements. Not open to native speakers of Spanish. Prerequisite(s): SPAN220; placement; or consent of the department. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 240 - Intermediate Spanish III

This second-year course, the last in a six-course sequence, following SPAN230 - Intermediate Spanish II, is designed to develop communicative skills with accuracy and fluency in Spanish at the high-intermediate level. Instruction is delivered exclusively in Spanish. Cultural topics provide the context for more advanced practice in writing, reading, listening, and speaking. Emphasis is on application of the language in various sociocultural situations with the use of authentic written and audiovisual materials. Counts in the Humanities area of General Education requirements. Not open to native speakers of Spanish. Prerequisite(s): SPAN230; placement; or consent of the department. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 245 - 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. Counts in the Humanities Area of General Education Requirements. Prerequisite(s): SPAN240 or SPAN250, placement, or consent of the department. 5 quarter hours

Distribution: GenEd-Humanities.
SPAN 250 - Spanish Second-Year Intensive

This second-year course, a compilation of Intermediate Spanish I, II, and III, is designed to develop communicative skills with accuracy and fluency in Spanish at the high-intermediate level. Instruction is delivered primarily in Spanish, using a communicative approach in which student participation is maximized. It includes composition, reading, morphology and syntax, listening, oral practice and cultural awareness. Authentic audiovisual and reading materials through library resources and the Internet are used on a regular basis. Counts in the Humanities area of General Education requirements. Not open to native speakers of Spanish. Prerequisite(s): SPAN120 or SPAN130; placement; or consent of the department. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 320 - Spanish Grammar and Composition

In this course, students acquire a deeper knowledge of high-intermediate level Spanish grammar and syntax. They explore various genres in writing, such as academic, business, and personal. Focus is on organization and development of essays, proofreading and revision. All teaching, class discussions, readings, written coursework and testing are in Spanish. Counts in the Humanities Area of General Education Requirements. Prerequisite(s): One of the following: SPAN240, SPAN250, SPAN245 (only for those students not meeting the minimum Spanish language proficiency level for admission to Spanish Language and Culture Studies), placement, consent of the department. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 325 - Introduction to Spanish Written Texts

This high-intermediate level course provides extensive reading and discussion of a wide range of genres and texts from the Spanish-speaking world. All teaching, class discussions, readings, written coursework and testing are in Spanish. Counts in the Humanities Area of General Education Requirements. Prerequisite(s): One of the following: SPAN240, SPAN250, SPAN245 (only for those students not meeting the minimum Spanish language proficiency level for admission to Spanish), placement, consent of the department. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 330 - Geography and Cultures of the Spanish Speaking World

This is a survey course of Spanish, Latin American and North American Latino geography, cultures and social issues from pre-Columbian period to the present. Students explore the richness and variety of the many Spanish and Latin American cultures along with the geographical and historical influences that have shaped Latin America. These serve as topics for the course work in the Spanish language. In this advanced-level course, all teaching, class discussions, readings, oral presentations, written work and testing are in Spanish. Prerequisite(s): SPAN320 and SPAN325, or consent of the department. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 335 - 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. Wide arrays of audio/visual materials are used for listening and conversation practice including authentic off-the-air recorded television and radio broadcasts. In this advanced-level course, all teaching, class discussions, listening activities, oral presentations, written work and testing are in Spanish. Prerequisite(s): SPAN320 and SPAN325, or consent of the department. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 410 - 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. In this advanced-level course, all teaching, class discussions, listening, oral presentations, written work and testing are in Spanish. Prerequisite(s): SPAN320 and SPAN325, or consent of the department. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 415 - 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. In this advanced-level course, all teaching and class
discussions are in Spanish. Some readings, written work and testing are in English. Prerequisite(s): SPAN320, SPAN325, and SPAN410, or consent of the department. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 420 - 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. In this advanced-level course, all teaching, class discussions, readings, written work and testing are in Spanish. Prerequisite(s): SPAN320 and SPAN325, or consent of the department. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 425 - 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. In this advanced-level course, all teaching, class discussions, readings, written work, and testing are in Spanish. Prerequisite(s): SPAN320 and SPAN325, or consent of the department. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 430 - 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. In this advanced-level course, all film viewing, teaching, class discussions, oral presentations, written work and testing are in Spanish. Prerequisite(s): SPAN320 and SPAN325, or consent of the department. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 435 - 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 Caribbean serve as topics for course work in the Spanish language. In this advanced-level course, all teaching, readings, class discussions, oral presentations, written work and testing are in Spanish. Prerequisite(s): SPAN320 and SPAN325, or consent of the department. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 440 - 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. In this advanced-level course, all teaching, class discussions, readings, oral presentations, written work and testing are in Spanish. Prerequisite(s): SPAN320 and SPAN325, or consent of the department. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 445 - 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, Góngora and Quevedo. In this advanced-level course, all teaching, class discussions, readings, oral presentations, written work and testing are in Spanish. Prerequisite(s): SPAN320 and SPAN325, or consent of the department. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 450 - 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 Márquez. In this advanced-level course all teaching, class discussions, reading, written work and testing are in Spanish. Prerequisite(s): SPAN320 and SPAN325, or
consent of the department. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 455 - 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. Prerequisite(s): Dept Lang Stud (for Spanish majors) - SPAN320, SPAN325, SPAN330, SPAN415, and SPAN450, or consent of the department. English and Philosophy - LAE101, LAE102, or consent of the department. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 460 - Current Issues in 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 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. In this advanced-level course, all teaching, class discussions, oral presentations, written work and testing are in Spanish. Some readings are in English. Prerequisite(s): SPAN320, SPAN325, SPAN330, SPAN410, and SPAN455, or consent of the department. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Humanities.

SPAN 490 - Independent Study
In this course of independent study, students develop with faculty approval a project related to the acquisition of the Spanish language and/or the culture, history, and literature of the Spanish-speaking world. Counts in the Humanities Area of General Education Requirements on a case-by-case basis. May be repeated up to two times. The combined total quarter hours of SPAN490 and SPAN495 cannot exceed 10. Prerequisite(s): Consent of the department 2-5 quarter hours OR 1-3 semester hours

SPAN 495 - Special Topic
In this course, students and faculty select topics of special interest in the acquisition of the Spanish language and/or the culture, history, and literature of the Spanish-speaking world. More than one registration is permitted since topics vary each term. Counts in the Humanities Area of General Education Requirements on a case-by-case basis. May be repeated up to two times. The combined total quarter hours of SPAN490 and SPAN495 cannot exceed 10. Prerequisite(s): consent of the department 2-5 quarter hours OR 1-3 semester hours

SPAN 500 - Spanish for Educators I
Effective communication is key to providing students with high-quality education. For teaching professionals working in the U.S., that often entails communicating with Spanish-speaking students and their families. This course, the first of two, provides educators with basic skills to communicate in Spanish in educational settings. Participants study relevant vocabulary, grammar structures and aspects of culture through the use of authentic written, audiovisual and online materials. While this is a graduate course for beginners, students with previous experience in Spanish will also benefit from its specialized linguistic topics, such as contrastive analysis and interference between Spanish and English. Prerequisite(s): Graduate standing in NCE or teaching certification. 3 semester hours

SPAN 501 - Spanish for Educators II
Effective communication is key to providing students with high-quality education. For teaching professionals working in the U.S., that often entails communicating with Spanish-speaking students and their families. This course builds on the skills acquired in SPAN500 and continues to provide educators with basic skills to communicate in Spanish in educational settings. Participants study relevant vocabulary, grammar structures and aspects of culture through the use of authentic written, audiovisual and online materials. While this is a graduate course for beginners, students with previous experience in Spanish will also benefit from its specialized linguistic topics, such as contrastive analysis and interference between Spanish and English. Prerequisite(s): Graduate standing in NCE or teaching certification, SPAN 500, placement, or consent of the department. 3 semester hours

SPE - Special Education

SPE 210 - 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 education in the United States. A special topic option allows students to pursue topics related to their area of interest within the education spectrum.
Prerequisite(s): None. Co-requisite(s): None. 3 quarter hours

**SPE 300 - Survey of Exceptional Children and Adolescents**

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. Universal Design for Learning, inclusion, differentiated curricular and instructional strategies and supports are emphasized. 5 clinical observation hours are required as part of this course. Prerequisite(s): None. 5 quarter hours

**SPE 305 - Practicum I: Inclusive Education and the Role of the Special Education Teacher**

This course introduces the candidate to the field of special education and the undergraduate Special Education program. The course focuses on the role of the special education teacher, school-wide and classroom responsibilities, and collaboration with the general education teacher. Emphasis is placed on the identification of professional performance and dispositions. Candidates will be exposed to the range of roles and experiences to be encountered by special education teachers. The course includes forty-five hours of clinical observation. Also included is the Special Education electronic portfolio. The candidate’s participation will be facilitated by an Undergraduate Special Education Practica and Student Teaching Handbook. Prerequisite(s): SPE300 or equivalent, Admission to NCE and the Special Education Undergrad Program. Co-requisite(s): None. 4 quarter hours

**SPE 310 - Foundations of Special and Inclusive Education**

This course focuses on the concept of disability from various perspectives and contexts, including family, school, and community systems. Philosophical, historical, and legal foundations of special education are examined. Integral to this is exploration of a variety of disability models (e.g. medical, consumer/empowerment, social, etc.). Topics include: universal design for learning (UDL), past and current legislation, assessment, identification, eligibility for services, IEP development, Section 504 Plan development, least restrictive environment, the continuum of alternative services, Americans with Disabilities Act, individual rights, due process, and parent participation. Integral to the course is the importance of collaboration and consultation in facilitating effective instruction. Prerequisite(s):

Admission to NCE and the Special Education Undergrad Program, SPE300 or equivalent. 4 quarter hours

**SPE 315 - Assessment in Special Education**

This course provides an overview of the processes involved in educational and diagnostic assessment of children and adolescents. Attention is given to both formal (e.g. norm-referenced) and informal (e.g., classroom-based) assessments, issues of assessment bias, and limits of testing. Special emphasis is directed towards interpreting assessment results and connecting assessment to instruction. The role of the special educator as a collaborative consultant and multidisciplinary team member is also considered. Legal, ethical, and cultural/linguistic assessment issues are addressed. A minimum of 15 hours of field experience is required. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program, SPE300, SPE310. Co-requisite(s): None. 4 quarter hours

**SPE 320 - Methods for Social Emotional Support**

The course focuses on social emotional development and learning from the vantage points of social systems, cultural, and psychological theory, which are used to understand diversity and dynamics of classrooms, schools and communities. The course includes research and methods regarding the social emotional development and learning of children, adolescents, and young adults. The course incorporates: comprehensive classroom management, heterogeneous grouping, cooperative and collaborative learning, the Illinois Social Emotional Learning Standards, creating functional behavior assessment and interventions, and team development. Within this context, the exercise of ethical and reflexive teacher leadership and the development of respectful and caring relationships are examined. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program, SPE300 or equivalent, SPE305, SPE310. Co-requisite(s): None. 4 quarter hours

**SPE 325 - Language Development: The Role of Language in Learning**

The course focuses on theories, research, and methods regarding typical and atypical language development of children and adolescents with learning difficulties. The course addresses receptive and expressive language, word finding, pragmatics and related social skills, and sociolinguistic skills, and their impact on academic learning across the curriculum. The role of language in learning and communication, including second language learning are examined, as well as cultural and environmental effects on the student’s development. Instructional and assistive technology, including but not limited to
augmentative and alternative communication are explored. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program; SPE300 or equivalent. 4 quarter hours

**SPE 330 - Assistive and Instructional Technology**

Candidates will develop knowledge of assistive and instructional technology from a Universal Design for Learning (UDL) perspective and as defined by state and federal regulations. A variety of assistive technology devices and services will be introduced, developed, and evaluated within larger contextual frameworks of classrooms, schools, and communities to facilitate communication, learning and empowerment. The course will include hands-on and virtual examination of various instructional and assistive technologies developed or adapted specifically for students with disabilities. Prerequisite(s): Admitted to NCE and the Special Education Undergrad Program, SPE300. Co-requisite(s): None. 4 quarter hours

**SPE 335 - Mathematics and Inclusive Education**

This course focuses on the understanding and implementing of state and national standards in assessment and teaching of mathematics from a Universal Design for Learning (UDL) perspective as related to the general and special education curricula. In this course candidates engage in critical evaluation, planning and organization of: 1) Curricula, 2) Assessment approaches, 3) Instructional methods, and 4) Instructional/ assistive technology for students with disabilities. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program; SPE300 or equivalent, LAM112, and LAM213 or SPE310. Co-requisite(s): None. 4 quarter hours

**SPE 400 - Collaboration and School-Family Partnerships**

This course focuses on collaboration with families, students, teachers, and other professionals (e.g., paraeducators, community professionals) in the integration of individuals with disabilities into educational settings. The course examines techniques to foster active inquiry, leadership, advocacy, collaboration, and supportive interaction among professionals, families, and students and their rights and responsibilities. Personal and cultural biases involved in collaboration are also explored. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program; SPE300 or equivalent. Co-requisite(s): None. 4 quarter hours

**SPE 405 - Practicum II: Advanced Practicum in Inclusive Education**

This course continues the professional development of special education teacher candidates concerning roles and responsibilities of special educators in grades K-12. A university seminar combines with 45 hours of field experiences focusing on active involvement with a cooperating special education teacher within the larger inclusive community of the school. The field experiences require candidates to apply specific teaching strategies with individual or small groups of students. Candidates will collaborate with classroom teachers on lesson planning and implement lesson plans written during this or previous program classes. Candidates will submit videos for review in addition to on-site observation by a university supervisor. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program; SPE300 or equivalent, SPE305, SPE310, SPE315, SPE320, SPE25, SPE335, SPE410, SPE411. Co-requisite(s): None. 5 quarter hours

**SPE 410 - Literacy in Inclusive Education I**

This course focuses on the significance of teaching reading, writing and oral communication, and on integrating these components to facilitate learning, to empower students and achieve social equity for all students with disabilities. Theories, current research, and methods regarding language and literacy skills for all students with disabilities are discussed. The course specifically addresses phonemic awareness, decoding, fluency, comprehension and vocabulary and their relationship to the general curriculum. The candidates are introduced to a variety of formal and informal assessments. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program; SPE300 or equivalent, SPE310. Co-requisite(s): None. 4 quarter hours

**SPE 411 - Literacy in Inclusive Education II**

This advanced course expands on the significance of teaching reading, writing and oral communication, integrates these components to increase content learning and to empower students and achieve social equity for all students with disabilities. This course addresses a broad range of literacies and effective literacy techniques that help learners construct meaning through reading, writing, listening, viewing and communicating. The course also addresses curriculum, literacy skills, developmental reading and writing instruction, assessment, and instructional and assistive technology. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program; SPE300 or equivalent, SPE310, SPE410. 4 quarter hours

**SPE 415 - Instructional Planning and Instruction for Inclusive Education I**

This course focuses on planning and implementing alternative and specialized curricula and instruction as related to the general education curriculum and legal requirements. Emphasis will be placed on
transition and comprehensive person-centered planning, self-determination, vocational instruction, functional and life-skills curriculum development and implementation, task analysis, and errorless learning strategies. Candidates will use present levels of performance to develop IEP goals and objectives/benchmarks related to Illinois Learning Standards and IDEA requirements and are incorporated into instructional planning. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program; SPE300 or equivalent. Co-requisite(s): None. 4 quarter hours

SPE 416 - Instructional Planning and Instruction for Inclusive Education II

This advanced course expands on the planning and implementing of inclusive curricula and instruction as related to the general education curriculum and legal requirements. Emphasis will be placed on developing lessons and integrated thematic units across general education content areas and the Illinois Learning Standards, (e.g., science, social studies, mathematics, and language arts) from a Universal Design for Learning (UDL) perspective and incorporating IEP objectives/benchmarks. Topics include differentiated instruction, accommodations and modifications, and Understanding by Design. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program; SPE300 or equivalent, SPE415. Co-requisite(s): None. 4 quarter hours

SPE 470 - Practicum III: Student Teaching

This course serves as the culminating experience in the special education undergraduate program. The course involves supervised teaching of students with disabilities in public or private school settings and includes a seminar in which candidates examine, apply, and evaluate instructional and curricular strategies and interventions in school settings. In all settings, the collaborative-consultation model is practiced. Student candidates must make arrangements for practicum six months prior to registration. Prerequisite(s): Admitted to NCE and the Special Education Undergrad Program. Completion of all undergraduate special education course work. Degree status in special education and consent of students’ advisor and program coordinator. Application form must be made in writing as determined by program guidelines and procedures. Co-requisite(s): None. 10 quarter hours.

SPE 495 - Special Topic

Special topic courses are developed to meet emerging needs. The specific topic in 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.

SPE 500 - Introduction to Exceptional Children and Adolescents/Special Education

This course provides a fundamental understanding of the historical, philosophical, legal, 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, drawing on knowledge of the discipline, community, curriculum, and diversity of students. Fifteen clinical observation hours are required as part of this course. Prerequisite(s): Pass Test of Academic Proficiency (TAP) before admitted into this course. Co-requisite(s): None. 1-3 semester hours

SPE 501 - Educational and Diagnostic Assessment of Exceptional Children and Adolescents

This course provides an overview of the processes involved in educational and diagnostic assessment of children and adolescents. Attention is given to both formal (e.g. norm-referenced) and informal (e.g., classroom-based) assessments, issues of assessment bias, and limits of testing. Special emphasis is directed towards interpreting assessment results and connecting assessment to instruction. The role of the special educator as a collaborative consultant and multidisciplinary team member is also considered. Legal, ethical, and cultural/linguistic assessment issues are addressed. A minimum of 15 hours of field experience is required. Prerequisite(s): SPE 500, SPE 506. Co-requisite(s): None. 3 semester hours

SPE 502 - Language Development and Challenges in Children and Adolescents

In this course, the theoretical, clinical and pedagogical issues concerning school-aged students with language-learning disabilities are explored. The relationship between language and communication challenges and learning is presented. Etiological theories, biological bases, and characteristics of various language difficulties are reviewed. The language of classroom instruction is explored, along with the features and demands of conversational, narrative, instructional, and classroom discourse. Assessment and intervention approaches are reviewed. Emphasis is placed on viewing language functioning in the context of cognitive, perceptual, motor, and psychosocial issues. Public policy regarding the education of students with language challenges and language differences is considered. Prerequisite: None Co-requisite(s): None. 2 semester hours
SPE 503 - Collaborative and Consultative Teaming and Teaching

This course focuses on collaboration with families, students, teachers, and other professionals (e.g., paraeducators, community professionals) in the integration of individuals with disabilities into educational settings. The course examines techniques to foster active inquiry, leadership, advocacy, collaboration, and supportive interaction among professionals, families, and students and their rights and responsibilities. Personal and cultural biases involved in collaboration are also explored. Prerequisite(s): Admission to NCE and MAT Traditional, MAT RTP, M.Ed., or CAS Graduate Program, SPE500 or or equivalent. Co-requisite(s): None. 3 semester hours

SPE 505 - Diagnosis and Remediation of Reading Disabilities

This course explores principles and theories related to the diagnosis and remediation of reading problems, including contributing factors, standardized and informal assessment techniques, analysis and interpretation of case materials, and methods and materials for intervention. Prerequisite: SPE500 (introductory course in special education or equivalent; or consent of the instructor). 2 semester hours

SPE 506 - Frameworks and Perspectives in Special Education

This course provides the foundational frameworks of special education and the implications on policy and practice. Students will understand the characteristics of both high and low incidence disabilities and interpret the discourses of disability to understand their influence on the everyday lives of teachers and students. Major issues of special education theory and practice are addressed, including: history of policies and practices, diagnosis, curriculum, pedagogy, legal/ethical/political issues, and the impact of values and beliefs on special education practice. Fifteen hours of field work are required as part of this course. Prerequisite(s): SPE500. Co-requisite(s): None 3 semester hours

SPE 507 - Methods of Social/Emotional Support

This course is designed to explore social and emotional components of behavior and learning. Historical, political, social, and cultural factors which impact the student and teacher in school and home environments will be examined. Legal issues, evaluation, and ethical considerations in relationship to students' social and emotional growth and classroom behavior will be explored. Multiple theoretical positions and pedagogical approaches to individual and school relationships will be discussed. The importance of viewing behavior as communication will be emphasized. The interaction of various disabilities and behavior will be explored. Cultural and ethical issues relative to the educational process are considered throughout. Prerequisite(s): SPE500, SPE506. Co-requisite(s): None. 3 semester hours

SPE 508 - Critical Literacy for Students with Disabilities

This course introduces critical and foundational perspectives for teaching multiple 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. Fifteen hours of field work required. Prerequisite(s): SPE500, SPE506. Co-requisite(s): None. 3 semester hours

SPE 509 - Literacy Instruction for Students with Disabilities

This course is designed to address the assessment and instruction of literacy skills for students with mild disabilities. 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 in individual and small group settings for students with disabilities. All students will be required to complete fifteen hours of field experience with this course. Prerequisites: SPE500, SPE506, SPE572, SPE502 or SPE526, SPE501. Co-requisite(s): None. 3 semester hours

SPE 510 - 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
SPE 517 - Language and Cognitive Disorders of Adults

This course is designed to introduce the student to the study of acquired language and cognitive challenges. The etiologies, language and non-language characteristics, evaluation, treatment and recovery processes will be examined in regard to aphasia, non-dominant hemisphere involvement, cognitive/linguistic challenges and dementia. Differential diagnosis will be explained and emphasized. An overview of neuroanatomy and physiology, as it relates to language is included. The student will participate in observation and gain hands on experience in administering various assessments to achieve a differential diagnosis between and within challenge areas. Prerequisites: Undergraduate degree in Speech-Language Pathology or completion of the prerequisite courses. This course is required for completion of ASHA certified speech language pathology graduate degree. 3 semester hours

SPE 520 - Characteristics of Children and Adolescents with Learning Disabilities

This course investigates current issues in the field of learning disabilities and offers developmental, behavioral, cognitive and neuropsychological perspectives with regard to normal development and disorders. Particular attention is given to disorders in the areas of perception, memory, attention, linguistics and metacognition. Academic disorders in the areas of reading, written language and mathematics are emphasized. Implications of multilingual and multicultural issues on screening, assessment and identification are addressed. Various intervention models and theories are introduced. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. Prerequisites: SPE500. 3 semester hours

SPE 523 - Mathematics Instruction for Students with Disabilities

This course focuses on understanding and implementing state and national standards in the assessment and teaching of mathematics from a Universal Design for Learning (UDL) perspective as related to the general and special education curricula. In this course candidates engage in critical evaluation, planning and organization of: curricula, assessment approaches, instructional methods, and instructional/assistive technology for students with disabilities. Prerequisite(s): Admission to NCE and the MAT or MED Special Education program, SPE500, SPE506. Co-requisite(s): None. 3 semester hours

SPE 525 - Child Word-Finding: Intervention for Students with Language and Learning Disabilities

This course provides an in-depth study of how to plan a comprehensive intervention program for children and adolescents challenged with Word Finding (WF). Definitions of word finding will be discussed, and WF characteristics and profiles will be reviewed. Psycholinguistic models of lexical access will be presented. A Tier 3 intervention program for word finding, based on psycholinguistic research, will be studied, focusing on retrieval strategy mnemonic instruction, word-finding based classroom accommodations, and self-advocacy training. The impact of word-finding difficulties on oral reading and written language will be explained. Corresponding technology applications will be considered throughout. There is a field component focused on application of course content. Prerequisite(s): SPE 500. Co-requisite(s): None. 2 semester hours

SPE 526 - Expressive Language Difficulties: Impact on Academic Learning

Differentiated assessment and instructional procedures are explored for students with Expressive Language Difficulties due to disability or second language learning. Focused on children and adolescents, this course provides a study of: 1) definitions/ characteristics representative of this population; 2) theoretical models to explain/contrast Receptive and Expressive language processing in oral language, oral reading, and writing; 3) the impact of language difficulties on academic learning; 4) language-based differentiated assessment and instruction for classroom discourse, oral reading, and written language instruction; and 5) corresponding instructional technology applications. There is a field component focused on application of course content. Prerequisite(s): SPE 500. Co-requisite(s): None. 2 semester hours

SPE 527 - Differentiated and Individualized Curriculum and Instruction

This course is designed to address the formulation, implementation, and evaluation of individualized curriculum and instruction. Emphasis is placed on current best practices in individualizing curriculum and instructional methods for students with both high incidence and low incidence disabilities. The course will focus on a planning and implementation process for incorporating general education learning standards, differentiated instruction, adaptations to the general education curriculum, ecological assessment, IEP development, systematic instruction, self-advocacy and self-determination, and providing 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. Co-requisite(s): None. 3 semester hours

SPE 532 - 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 Childhood Special Education Approval. Prerequisite(s): SPE500 3 semester hours

SPE 533 - 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, SPE533 3 semester hours

SPE 534 - Early Childhood Special Education--
Collaboration, Family and Community
Students build on knowledge about special education to create strategies for developing positive and supportive relationships with families of young children with special needs, including the legal and philosophical basis for family participation in assessment and support of young children. Students will develop strategies for working with socially, culturally, and linguistically diverse families to create and implement Individual Family Services Plans (IFSPs) that provide family-centered services to support young children and their families. Students learn various strategies and models for promoting effective consultation and collaboration with professionals and agencies within the community. This course requires 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, SPE533 3 semester hours

SPE 542 - Methods of Teaching Students with Moderate to Severe Mental Handicap
This course is designed to focus on models of educational assessment, intervention, and instructional planning for students challenged with moderate/severe mental retardation. Emphasis is placed on the development, implementation, and evaluation of curricula in the classroom and in community settings including life skills, academics, vocational instruction, social skills development/friendships, and individualized educational plan development. Multicultural and multilingual issues are considered throughout the course. Consultation and collaboration with teachers, parents, related-service personnel, and administrators are emphasized. Satisfies the state of Illinois requirements for a TMH methods course. Requires 15 hours of clinical experience. Prerequisites: SPE500, SPE540. 3 semester hours

SPE 545 - Assistive Technology
This class will provide a hands-on examination of the use of instructional and assistive technology as it relates to teaching and learning and successful integration of students 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. Co-requisite(s): None. 2 semester hours

SPE 546 - Foundations of Assistive Technology
This course is the first of four which prepares students for the LBSII: Technology Specialist advanced level state certification. It introduces and develops key components of and influences on the changing discipline of assistive technology, including interactive learning theories, funding, legislation, school and home environments, systems change, leadership and advocacy, and professional development. Students are expected to complete a minimum of 15 hours of field experience as part of this course. Prerequisite(s): Learning Behavior Specialist I and SPE545 or its equivalent. 3 semester hours
SPE 547 - Assistive Technology for the Universal Design Classroom

This course is designed to enable students to apply strategies related to the process of selecting, implementing, and interpreting assistive and instructional technologies, especially for children and youth with disabilities (e.g. learning disabilities, AD/HD, Asperger's Syndrome, cognitive challenges, behavioral problems). Students will learn to make connections between technologies, pedagogies, and curriculum through development of appropriate instructional programs. This course will help students become reflective participants in identifying effective research-based components in technologies and utilizing them in ways that fit the existing curriculum and pedagogical conditions of the educational settings. Students are expected to complete a minimum of 15 hours of field experiences as part of this course. Prerequisite(s): Learning Behavior Specialist I certification, SPE545 or equivalent. 3 semester hours

SPE 548 - Applications of Assistive Technology

This course will provide a hands-on examination of assistive technology usage related to teaching and learning and successful integration of individuals with disabilities. Current technologies which can empower individuals with disabilities to access their total environment throughout the lifespan will be explored. The focus includes technology Applications of AT in the school, home, community, and workplace. Prerequisite(s): Learning Behavior Specialist I certification, SPE545 or equivalent. 3 semester hours

SPE 544 - Application of Learning Theories in Student Centered Learning Environments

This course presents the current trends and theoretical perspectives in the application of a variety of educational theories as they apply to the individual needs of children with disabilities in the least restrictive environment. Candidates will analyze and apply a variety of learning theories in different educational settings that serve students with disabilities. By examining how theories and practices emerged students will understand the developmental connection to the assessment and instructional practices they will use as teachers of students with disabilities. Fifteen hours of clinical experiences are required with this course. Prerequisite(s): Learning Behavior Specialist I or program consent. For candidates taking the entire LBS II Curricular Adaptations Specialist Sequence, this is the first course. 3 semester hours

SPE 555 - Differentiated Instruction in the Least Restrictive Environment

This course focuses on models used to differentiate instruction in the least restrictive environment. Candidates will learn how to expand options for teaching strategies, instructional groupings, skill sequences, lesson formats, instructional environments, and educational materials. Candidates will examine ways to monitor and report student progress, incorporate therapies within the classroom, create a safe classroom climate, and effectively collaborate with colleagues, families, students, and the community. Candidates in this course will develop quality educational programming for students with a wide range of abilities, learning styles, gifts, and interests. Fifteen hours of clinical experiences are required with this course. Prerequisite(s): Learning Behavior Specialist I certification or consent of program. For candidates taking the entire LBS II Curricular Adaptation Specialist sequence, this is the third course. 3 semester hours

SPE 556 - Planning and Designing Responsive Learning Environments

This course is designed to develop candidates' ability to collaboratively plan, design, implement and evaluate responsive learning experiences for students with disabilities in inclusive settings. Candidates will understand the importance of creating responsive learning environments to enhance the education of all students. Candidates will explore learning styles, cultural diversity and classroom teaching instructional strategies that enhance the learning of all students. Additionally, candidates will examine concepts related to disability in the context of diversity using both historical and current socio-political, philosophical, and psychological perspectives. They will further explore legislative, cultural and instructional implications for teaching students with disabilities in inclusive settings. Students are expected to complete a 15 hour clinical experience with this course. Prerequisite(s): Learning Behavior Specialist I certificate or consent of the program. For candidates taking the entire LBS II Curricular Adaptation Specialist sequence, this is the second course. 3 semester hours

SPE 560 - Organizational and Administrative Programs for Exceptional Students

Study of organizational structures and processes in the field of special education. Emphasis on federal and state legislation and rules and regulations for special education as these relate to current administrative practice. Prerequisite: SPE500 or consent of instructor. 2 semester hours

SPE 561 - Administration and Supervision of Programs for Exceptional Children, Adolescents and Young Adults
This course explores the role administrative leadership and instructional supervision in the successful operation of a special education program. The course examines the nature and function of administrator and supervisor as instructional leaders and considers supervisory strategies that lead to organizational efficiency and effectiveness. Programmatic and academic solutions to unique problems are identified and discussed for possible implementation as they relate to exceptional children and adolescents. This course addresses special education laws and regulations, public and private organizations, personnel, budgets, delivery of service systems, collaboration, evaluation, accountability, parent relationships, and issues/trends in special education administration and supervision. Prerequisite(s): MAT, M.Ed., or CAS in Special Ed. and appropriate administrative certification, licensure or endorsement. Co-requisite(s): None. 3 semester hours

**SPE 569 - 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 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

**SPE 570 - Language Minority Students with Disabilities**

This course examines educational assessments of language minority students with identifiable disabilities. A range of diagnostic approaches is considered and connected to specialized program design, curriculum adaptation, and teaching methodologies. Issues of bias in evaluation, placement decisions, parent involvement and inclusion in the regular classroom are emphasized. BIL Spec Ed required. 3 semester hours

**SPE 572 - Practicum I: Developing Teacher Candidate Competencies**

This course introduces the teacher candidate to the field of special education and the graduate special education program at NLU. Candidates develop an initial understanding of learning environments that are accessible to and engage all K-12 students. The range of roles and responsibilities of the special education teacher is explored, with an emphasis on classroom and school-wide responsibilities and collaboration with school professionals. Emphasis is placed on the identification of professional performance and dispositions. The course integrates 20 hours of field-based experiences with on-campus seminars. Prerequisite(s): Admission to NCE and the Special Education MAT Traditional Program. Co-requisite(s): SPE 500. 2 semester hours

**SPE 573 - Differentiated and Inclusive Curriculum & Instruction I**

This course focuses on planning and implementing differentiated and inclusive curricula and instruction as related to the general education curriculum and legal requirements. Emphasis will be placed on transition and comprehensive person-centered planning, self-determination, vocational instruction, functional and life skills curriculum development and implementation, task analysis, and errorless learning strategies. Candidates will use present levels of performance to develop IEP goals; objectives/benchmarks related to Illinois Learning Standards and IDEA requirements are incorporated into instructional planning. Prerequisite(s): Admission to NCE and the MAT Special Education Traditional Program, SPE500, SPE501, SPE506, SPE509. Co-requisite(s): None. 3 semester hours

**SPE 574 - Differentiated and Inclusive Curriculum & Instruction II**

This advanced course expands on the planning and implementing of inclusive curricula and instruction as related to the general education curriculum and legal requirements. Emphasis will be placed on developing lessons and integrated thematic units across general education content areas and the Illinois Learning Standards, (e.g., science, social studies, mathematics, and language arts) from a Universal Design for Learning (UDL) perspective and incorporating IEP objectives/benchmarks. Topics include differentiated instruction, accommodations and modifications, and the Understanding by Design framework. Prerequisite(s): Admission to NCE and the Traditional Special Education Program, SPE500, SPE501, SPE506, SPE509, SPE573. Co-requisite(s): None. 3 semester hours

**SPE 575 - Subsequent Certification Practicum**

This course is designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in special 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 Prerequisite(s): SPE569 Completion of all content
coursework as described on the transcript assessment. Completion of individualized program of study as determined by initial portfolio review. Application for placement with preclinical review of portfolio. Passing score on Illinois Test of Basic Skills on file at NCE. Passing score on Illinois Subject Area Test for the subsequent certificate on file at NCE. Current TB Test. Current Criminal Background Check.

SPE 580 - Workshop/Special Education/Contemporary Issues
1-6 semester hours

SPE 581 - Workshop/Special Education/Parents and Community
1-6 semester hours

SPE 582 - Workshop/Beginning Special Education Teachers
2-3 semester hours

SPE 583 - Workshop/Special Education/Assessment
1-6 semester hours

SPE 584 - Workshop/Special Education/Instructional Practices
1-6 semester hours

SPE 587 - Seminar/Teaching Children and Adolescents with Special Needs
This course serves as an ongoing experience in the special education graduate program for candidates in traditional residency programs. Participants integrate theory and practice in authentic settings with children and adolescents challenged with special needs. Candidates develop Individualized Educational Plans (IEPs) for selected students and design and implement related instruction. Candidates explore effective methods of collaboration between general and special education teachers and related service personnel and actively establish parental and community connections. The collaborative-consultation model is practiced through supervised experiences. Prerequisite(s): Admission to AUSL program. Must maintain a grade point average of 3.0 or above. Tests # 155 AND # 163 (LBS I and Content Test) must be passed prior to final placement. Co-requisite(s): None. 3-6 semester hours

SPE 590 - Special Education Clinical Internship
This course is designed to be a practical application of the formulation, implementation, and evaluation of individualized curriculum and instruction. It reflects the main information, guidelines, and methods gleaned from the special education courses taken throughout the masters program. This culminating experience is an in-depth program of the entire educational process with two different students with high incidence special needs. Such an experience includes: administering an appropriate initial assessment, developing an Individualized Educational Plan that links back to the assessment findings, writing connected lesson plans, conducting method modifications, diagnostic teaching, progress report writing, and parent conferences. 2-3 semester hours

SPE 590A - Learning Behavior Specialist II Internship
This internship is required for all candidates seeking a LBSII 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 apply information learned in the LBSII coursework. Candidates may enroll in the internship for one semester hour for three terms in conjunction with other LBSII courses or can take it for 3 credits. Students may repeat this course for up to 3 credits for each LBSII program. Prerequisite(s): Learning Behavior Specialist I Certification. This would be the final internship for LBSII candidates after taking three courses for either LBSII Curricular Adaptation Specialist or LBSII Assistive Technology Specialist. 1-3 semester hours

SPE 592C - Practicum/Teaching Children and Adolescents with Special Needs
This course serves as an ongoing experience in the special education graduate program for candidates in traditional programs. Participants integrate theory and practice in authentic settings with children and adolescents challenged with special needs. Candidates develop Individualized Educational Plans (IEPs) for selected students and design and implement related instruction. Candidates explore effective methods of collaboration between general and special education teachers and related service personnel and actively establish parental and community connections. The collaborative-consultation model is practiced through supervised experiences. Prerequisite(s): Tests # 155 AND # 163 (LBS I and Content Test) must be passed prior to placement. Completion of SPE Checklist: For all candidates, average of B or better in: SPE501, SPE506, SPE508, SPE509, SPE523, SPE573,SPE574. For MAT candidates, completion of: FND510, EPS511, ESR514, grade of B or better in: SPE572. For MED candidates, completion of: EPS541, ESR505, FND511, grade of B or better in SPE502 or SPE526. Co-requisite(s): None. 1-5 semester hours

SPE 594 - Independent Study/Special Education
COURSE DESCRIPTIONS

 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

 SPE 595 - Special Topics/Special Education
 2 semester hours

 TIE - Technology in Education

 TIE 300 - Introduction to Technology in the Classroom

 This is an introductory survey course with emphasis on technology skill development and appropriate ways to use technology across the curriculum. Students learn computer literacy and its use in education through hands-on activities, such as word processing, presentation software, graphics and instructional software, basic web design, and Web 2.0 Internet resources. Students create technology projects and discuss and reflect on effective integration strategies for utilizing those technology projects in the classroom. Prerequisite(s): None. 3 quarter hours

 TIE 500 - 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

 TIE 510 - 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 a consultant and use applications software to design a software system for a specific educational application, i.e. scheduling, budgeting, inventory, classroom management, instructional management. Prerequisite: TIE500 or equivalent. 2 semester hours

 TIE 511 - 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. Prerequisite: TIE500 or equivalent. 2 semester hours

 TIE 512 - Students Using Technology for Inquiry Learning and Problem Solving

 This course will examine and evaluate the role of computers and other technologies in facilitating the development of problem solving and higher order thinking skills. Students will review research on teaching problem solving with technology and survey their own district's status on this issue. Using a theoretical framework, students will critically review problem solving software or materials and then develop and teach a unit of study utilizing appropriate technologies as well as off-line activities and materials. Prerequisite(s): TIE500 or evidence of meeting NETS-T standards as approved by TIE program director. 2 semester hours

 TIE 532 - Applications of Technology in Schools

 This course provides the educator with an overview of personal computer hardware, software, and connectivity. 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, networks, and peripherals; hardware, network, and software troubleshooting and maintenance; and procurement. 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. 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. 2 or 3 semester hours (consult department)

 TIE 533 - Technology Based Analysis and Databased Decision Making

 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. Prerequisite(s): TIE500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T). 2 or 3 semester hours (consult department)
TIE 535 - Instructional Design for Integrating Technology across the Curriculum

This course introduces participants to the systems approach to instructional design. The major component of instructional development models will be presented, with an emphasis on applying technology to instruction. This course provides introductory information and application of skills and techniques necessary in the Analysis, Designing, Development, Implementation, and Evaluation of instruction (ADDIE framework). This course will consider these issues at both the curricular (macro) and lesson (micro) level. All students will be required to complete 15 hours of field work as part of this course. Prerequisite(s): TIE 500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T) as approved by the TIE Program Director. Non-TIE majors who wish to register for this course must have prior permission of instructor. 1-3 semester hours

TIE 536 - Integrating Technology across the Curriculum

This course focuses on strategies for integration of technology into classroom practice. Students will explore a variety of teaching strategies and pedagogical approaches for implementing technology across the curriculum. Students design and implement lessons demonstrating appropriate ways to use technology to meet existing curricular objectives and to expand curricular options. Students 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. Student may not receive credit for both TIE 535 and TIE 536. Prerequisite: TIE 533, TIE 544, and TIE 542 or their equivalent. Non-TIE majors who wish to register for this course must have prior permission of instructor. 3 Semester Hours

TIE 542 - Designing Internet Resources for Teaching and Learning

This course reviews planning, designing, managing and evaluating Internet resources used in educational settings, including collaborative and social networking sites. Learners create web sites using web development tools, and participate in online collaborative curricular projects and team activities to build samples of web-based instruction. Prerequisite(s): TIE 544 or equivalent as approved by program director or advisor. Non-TIE majors who wish to register for this course must have prior permission of instructor. 2 or 3 semester hours (consult department)

TIE 544 - Curriculum Applications of Multimedia Authoring

In this course, students use authoring tools to develop multimedia/hypermedia learning activities, applying instructional design principles. 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 review trends, research, and copyright issues in use of multimedia authoring in educational settings. Students apply concepts and knowledge to assist P-12 students and teacher colleagues in using authoring tools, considering both instructional and assessment strategies. Prerequisite(s): TIE 532. Non-TIE majors who wish to register for this course must have prior permission of instructor. 3 semester hours

TIE 546 - Telecommunications in the Schools: Advanced Topics

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 Use net 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 telecommunication projects. Prerequisites: TIE500 and TIE542. 2 semester hours

TIE 547 - 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 TIE 546 and TIE 547. Prerequisites: TIE 542 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

TIE 550 - 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

TIE 553 - Computer Images and Videos as Classroom Resources

Students will select and create visual images to represent information and communicate ideas. They will use color scanners, digital cameras, image digitizers, photo CD’s, video editing software, image capturing software and download photos and movies from online services. The resulting images and video will be integrated into a variety of educational applications. Prerequisite: TIE500 or equivalent. 1 semester hour

TIE 557 - Understanding Networking in the 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. Prerequisites: TIE532 and 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

TIE 558 - Exploration of Technology as an Instructional Tool

This course will flow from the national and Illinois technology standards for teachers and students. It will cover the rationale for using technology in the classroom as well as examples for teachers from websites, software, and other professional resources. Prerequisites: Students must begin the course with the following competencies: Ability to create a well-formatted document using a word processor, create multimedia presentation using presentation software, use a spreadsheet program to track data and create graphs, and navigate web pages and use search engines to find information on the web. 1 semester hour

TIE 575 - 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. Prerequisite(s): TIE500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T) as approved by the TIE Program Director; and 8 additional semester hours of TIE coursework. 3 semester hours

TIE 583 - Workshop/Technology in Education/Contemporary Issues

1 semester hour

TIE 584 - Workshop/Technology in Education/Curriculum Materials

1 semester hour

TIE 585 - Workshop/Technology in Education/Instructional Practices

1 semester hour

TIE 587 - Workshop/Computer Education/Programming

2 semester hours

TIE 592 - Portfolio Development Seminar

The Technology in Education portfolio is required of all M.Ed., M.S.Ed., and C.A.S. students. It will document your professional growth as you proceed through the Technology in Education Graduate Program. Portfolio seminar instructors will assist you in organizing the selected contents of your portfolios. Seminars will consist of five 3 hour sessions conducted during your two year study of the program. During the seminars, you will have time to edit, share, and discuss your portfolio pieces. The first session is to be held within the first six semester hours. The last meeting will be held during the quarter in which Seminar in Technology in Education (TIE593) is taken. Students will enroll for the Portfolio Seminar credit during that quarter. 1 semester hour

TIE 593 - Seminar in Technology in Education

This course provides a culminating experience for students in the 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. Prerequisites: Completion of 12 semester hours of Technology in Education courses, including TIE535. 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

**TIE 594 - 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

**TIE 595 - Selected Topics/Technology in Education**

1-3 semester hours

**TIE 599 - 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: ESR502, ESR503, TIE593. On-campus registration. 2 semester hours

**TIE 599X - 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

**TLA - Teaching Learning Assessment**

**TLA 515 - Overview of the NBPTS and Planning for Related Instructional Activities**

This course inducts educators into the process of NBPTS candidacy. Examination of available NBPTS certificates, core propositions, and standards begins the journey. Instructional practices that support the four entries and six assessment center tasks are explored. Discussions of suitable classroom practices and activities to the candidacy requirements of the various certificates build the foundation for continued growth and advancement through the process. Prerequisite(s): Eligibility for meeting NBPTS standards to become a candidate. Co-requisite(s): None. 2 semester hours

**TLA 516 - Preparation of Entries for NBPTS**

This course expands the candidates’ capacity in observation, interpretation and analysis. In videotape sharing, candidates enact lessons, implement instructional strategies, focus on student learning in large and small group settings and present evidence of student growth in the content being featured. In the analysis of student work, candidates demonstrate their knowledge of developmental stages of learning, their interventions when they observe miscues or misconceptions, and their reflections on the work being evidenced. Prerequisite(s): Evidence of a candidate number from NBPTS. Co-requisite(s): None. 3 semester hours

**TLA 517 - Portfolio Entries and Assessment Center Preparation for NBPTS**

As a continuation of the previous course, students will complete their work for the remaining entries for submission to NBPTS. Candidates will continue to expand their content knowledge, examine current trends and topics in their fields, and exchange techniques and strategies in anticipation of the six assessment center exercises. They will construct a conceptual framework to situate their practice their assessment of student progress, and design for instruction. This exploration will equip candidates to analyze assessment prompts, determine significant information, and write coherent responses. Prerequisite(s): TLA 516 or consent of instructor. Co-requisite(s): None. 2 semester hours

**TLA 541 - Assessing Teaching and Learning: Introduction to Assessment**

Candidates will examine a wide variety of philosophical and practical approaches to school-based assessment. They will learn basic psychometric concepts (e.g. standardized tests; reliability and validity; and formative and summative evaluation) and understand historical and current assessment practices to systematically critique, apply, and interpret various assessment practices relevant to their district, schools, and classrooms. Candidates will focus on how the use of a variety of assessments in their classrooms can highlight student and classroom learning and needs and direct curriculum and pedagogical choices. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

**TLA 542 - Linking Assessment of Teaching and Learning: Field Study**

This course builds upon concepts, strategies, and assessment practices introduced in TLA541, Assessing Teaching and Learning: Introduction to Assessment. Candidates will choose to study in depth a situation or issue of their choice in their own classroom, , school or district and will develop a plan of action with the goal of improving assessment, instruction, and student learning in their setting. The plan will include engaging in relevant reading and identifying additional relevant resources, developing an assessment or series of assessments, collecting and interpreting the data, and communicating the results, or similar activities, as approved by the instructor. Prerequisite(s): TLA541. Co-requisite(s): None. 1-2 semester hours

**TLA 543 - Reflecting on Teaching, Learning and Assessment**
This is the culminating course in sequence with TLA541 and TLA542 and is closely linked to the four action research courses. This course is the candidate's final synthesis and reflection on the work he or she has accomplished through the action research and the assessment work, plus an opportunity to share this work with a wider audience. Candidates will analyze and reflect upon their assessment practices in relation to student growth, and link their work to the research of others. Candidates will document their understandings and communicate the results in a variety of ways. Prerequisite(s): TLA541, TLA542. Co-requisite(s): None 2 semester hours

**TLA 578 - Developing School Cultures**

Candidiates will understand group theories experientially by studying the group dynamics of the cohort and their own schools in relation to systems theory and social psychology. They will learn how to place themselves in their school systems as facilitators, evolving change agents, and leaders advocating for improving education for all learners. Candidates will explore methods for constructing and collaborating with others to sustain respectful and democratic learning environments in the cohort, their school teaching teams, learning environments, districts, and local and online communities. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

**TLA 579 - Engaging with Critical Multicultural Perspectives**

This course guides teachers in examining their values, beliefs, dispositions and biases regarding their own cultural identity and that of others. Candidates critically analyze factors of cultural diversity within a variety of social environments and institutions and through a variety of curriculum resources and guided field observations. Within the framework of critical pedagogy theory, candidates evaluate how intercultural intersections of race, ethnicity, nationality, socio-economic status, gender, religion, language, and sexual orientation impact relations among people and access to quality education. Candidates develop practical, pedagogical strategies that empower their students and themselves to become change agents in their own multicultural environments. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**TLA 580 - Constructing Curriculum for Engaging the Whole Learner**

Candidates examine the theoretical, historical, multicultural, social, and political foundations of curriculum which serve as frameworks for examining the curriculum and instruction experienced by students and teachers in classrooms. The course consistently investigates the personal dimensions of curriculum decision making and instructional methodology as contexts for interpreting these frameworks. Specific topics include integrated assessment, classroom management, brain-based strategies, differentiated instruction, student motivation, and the roles of emotion, movement, and artistic expression in learning. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**TLA 589 - Differentiating for Diverse Learners**

This course addresses the characteristics of a differentiated classroom, curriculum adaptations to the needs of various learners, instructional strategies that support differentiation, and the development of learning environments for diverse learners. An understanding of social, emotional, cognitive, and physical development of children lays the groundwork for the differentiated classroom. Learning styles of students, cultural background, linguistic differences, gender, and social class are explored to deepen understanding and guide classroom practice. Instructional strategies are articulated that target different levels of student learning and understanding. The course will be examined through the values of equity. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**TLA 591 - Meeting Complex Challenges of Contemporary Classrooms/Field Study**

This action-based course encourages candidates to conduct an organized exploration of a topic, issue, or problem related to their current field of work (e.g., classrooms, schools, communities, and/or other learning environments). Candidates are encouraged to move beyond their commonly held beliefs and practices in order to grow professionally and to more effectively address the increasingly complex challenges of contemporary work environments. Prerequisite(s): None. Co-requisite(s): None. 1-2 semester hours

**TLA 594 - Examining Curriculum Perspectives/Independent Study**

The purpose of this independent study is to provide candidates the opportunity to investigate a topic, issue, or problem with singular focus and depth that is related to their understanding of curriculum and/or instruction. The topic of choice may or may not be directly linked to a candidate’s immediate classroom assignment and practice, but should be of relevance to his or her individual goals and professional aspirations as a teacher. Prerequisite(s): None. Co-requisite(s): None. 1-2 semester hours
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