Illinois Campuses

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

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

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

**North Shore Campus**

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

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

Campuses in Other Locations

**Florida Regional Campus**

**Tampa Site**
4950 West Kennedy Blvd, Suite 300
Tampa, FL 33609-1837
813/286-8087
FAX 813/287-0246

**Milwaukee/Beloit Campus**

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

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

**Northern Virginia/Washington, D.C. Campus**

**Northern Virginia Site**
601 King Street, Suite 400
Alexandria, VA 22314
703/749-3000

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

**Nowy Sacz, Poland Campus**
WSB-NLU
ul. Zielona 27
33-300 Nowy Sacz
Poland
T +48 18 449 9102
F +48 18 449-9121
www.wsb-nlu.edu.pl
Table of Contents

The University .................................................................1
Statement of Mission ..................................................1
National-Louis University: A Brief History ....................1
Accreditation ..............................................................1
State Approvals ..........................................................1
Membership List .........................................................2
Service Members Opportunity Colleges (SOC)............3
Facilities .....................................................................3
Alumni Statement .......................................................5
2008-09 Academic Calendar......................................6
2008-12 Academic Calendar......................................7
University Expenses....................................................8
Tuition & Fee Schedule 2008-2009 ....................8

General Information ......................................................10
General Admission Information for Undergraduate and Graduate Programs ...........................................10
Skills Assessment ..................................................14
Registration and Credit .............................................14
Standards for Academic Review ..............................20
Transcripts ........................................................72
Transferability of Credits ...........................................21
Graduation Requirements .........................................21
General Education Core: Requirements .......................23
Financial Aid ........................................................24

Standards of Satisfactory Academic Progress for 
Financial Aid Eligibility ...........................................26
Payment Information .................................................27
National-Louis University Refund Policy ..................28
Student Rights and Responsibilities .........................30
Resources and Services ...........................................35
Student Information ................................................39
Academic Policies ......................................................41
Campus Policies ........................................................48
University Policies ....................................................53

Academic Programs .....................................................64
Academic Program Overview: Undergraduate ........64
Academic Program Overview: Graduate ..................66

College of Arts and Sciences .................................68
Academic and Lifelong Learning ..........................70
Center for Academic Development ........................70
Prior Learning Assessment .............................................71
Interdisciplinary Centers ...........................................71
The Gidwitz Center for Urban Policy and Community Development .............................................71
Center for Positive Aging .............................................71
Course Delivery Formats ...........................................72
Traditional ........................................................72
Online/Blended .....................................................72
FOCUS ........................................................72

Undergraduate Programs ...........................................72
Admission Requirements ............................................72
Adult, Continuing, and Literacy Education ........72
Applied Language .....................................................73
Bachelor of Arts and Master of Arts in Teaching Secondary Education Dual Degree Program ...........................................75
English ........................................................75
Fine Arts ............................................................76
Human Services .....................................................77
Liberal Arts Studies ...................................................81
Mathematics ..........................................................82
Philosophy ..............................................................85
Psychology ..............................................................86
Science ...............................................................90
Social and Applied Behavioral Sciences ................93

Graduate Programs ....................................................100
Admission Policies ..................................................100
Academic Policies ....................................................101
Adult, Continuing, and Literacy Education ........102
Applied Language ....................................................107
Counseling and Human Services .........................107
English ...............................................................111
Psychology ............................................................113
Social Science ........................................................114

Doctoral Program ...................................................102
Course Descriptions ...............................................115
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Management and Business</td>
<td>173</td>
</tr>
<tr>
<td>Undergraduate Programs</td>
<td>174</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>174</td>
</tr>
<tr>
<td>Business Programs</td>
<td>176</td>
</tr>
<tr>
<td>Management Programs</td>
<td>181</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td>186</td>
</tr>
<tr>
<td>Admission Policies</td>
<td>186</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>187</td>
</tr>
<tr>
<td>Management and Business Programs</td>
<td>188</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>193</td>
</tr>
<tr>
<td>National College of Education</td>
<td>213</td>
</tr>
<tr>
<td>Preservice Teacher Education Undergraduate Degree Programs</td>
<td>214</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>215</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>216</td>
</tr>
<tr>
<td>Non-Certification Undergraduate Degree Programs</td>
<td>218</td>
</tr>
<tr>
<td>Early Childhood Practice</td>
<td>218</td>
</tr>
<tr>
<td>Professional Assistant Center for Education (PACE)</td>
<td>219</td>
</tr>
<tr>
<td>Graduate Degree Programs</td>
<td>220</td>
</tr>
<tr>
<td>Degrees</td>
<td>221</td>
</tr>
<tr>
<td>Admission Policies</td>
<td>223</td>
</tr>
<tr>
<td>Financial Assistance</td>
<td>225</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>226</td>
</tr>
<tr>
<td>Professional Development Facilities</td>
<td>228</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>229</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>229</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>233</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>238</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>240</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>243</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>246</td>
</tr>
<tr>
<td>Middle Level Education</td>
<td>248</td>
</tr>
<tr>
<td>Reading and Language</td>
<td>249</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>252</td>
</tr>
<tr>
<td>Special Education</td>
<td>255</td>
</tr>
<tr>
<td>Technology in Education</td>
<td>259</td>
</tr>
<tr>
<td>Doctoral Degree Programs</td>
<td>260</td>
</tr>
<tr>
<td>Doctor of Education</td>
<td>260</td>
</tr>
<tr>
<td>Admission Procedure</td>
<td>261</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>262</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>262</td>
</tr>
<tr>
<td>Curriculum and Social Inquiry</td>
<td>263</td>
</tr>
<tr>
<td>Disability and Equity in Education</td>
<td>264</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>265</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>266</td>
</tr>
<tr>
<td>Reading and Language</td>
<td>268</td>
</tr>
<tr>
<td>Doctoral Program Offered Jointly Between National College of Education</td>
<td>269</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>269</td>
</tr>
<tr>
<td>Community College Leadership</td>
<td>269</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>271</td>
</tr>
<tr>
<td>Directory</td>
<td>335</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>335</td>
</tr>
<tr>
<td>University Officers</td>
<td>336</td>
</tr>
<tr>
<td>Faculty and Administration</td>
<td>336</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>336</td>
</tr>
<tr>
<td>College of Management and Business</td>
<td>337</td>
</tr>
<tr>
<td>National College of Education</td>
<td>338</td>
</tr>
<tr>
<td>University Library</td>
<td>339</td>
</tr>
<tr>
<td>Campus Administration</td>
<td>340</td>
</tr>
<tr>
<td>Baker Demonstration School</td>
<td>340</td>
</tr>
<tr>
<td>Index</td>
<td>341</td>
</tr>
</tbody>
</table>
small classes taught by really good faculty

Faculty teach all of the classes at NLU. They actually make time for you, know your name—and understand what it’s like to try to balance work, school, family and a checkbook.

And they’ll give you information in the classroom that you can use the next day at work. That’s because our faculty really know how to run a business, teach third graders and get things done in their community. NLU faculty get it.

They mix theory with practice—and come up with innovative solutions for complex problems. They see the world as it is—and as it could be. They are realists and pragmatists, teachers and scholars, mentors and colleagues.
A degree that will help make you a better teacher.
A degree that will help move you up the career ladder.
A degree that will make your family proud.
A degree that will help you help your community.
A degree that will bring out the best in you.

Get it at NLU
National-Louis University

Our schedules and services are designed
for busy people like you who still want to
have a life when they go back to school.
Morning, afternoon, evening and weekend
classes. At five Chicagoland campuses. At
NLU sites in Wisconsin, Florida and
Virginia. Where you work. In your
community. Online.

Computer labs. Free parking at our
suburban campuses. Close
to public transportation. Wired
classrooms. Online library. Virtual career
center. Online registration.

What adults want. What adults need.
Graduate and undergraduate
degrees that change your life.

Note: All programs not
available at all campuses
programs designed for men and women who have been there, done that and have something to say

The average age of the typical NLU student is about 38. Someone like you who knows what it takes to get where you want to go. Someone who is willing to make the effort to get there.

Our faculty, therefore, expect you to take an active role in your own education. They know you bring life experiences to the classroom—and those experiences often become topics for lively class discussions.

More than 90 percent of the classes at NLU have fewer than 20 students. For many programs, you’ll even take classes with the same people—giving you a built-in support system during your NLU experience.
Tiffany Ceiling, Chicago Campus 2nd-floor atrium
NLU facts and stats

- Founded: 1886
- Main Campus: Chicago
- Private, non-profit, non-denominational
- Strong tradition of service to urban, immigrant and minority populations

Colleges: 3
- National College of Education (founded in 1886 as Miss Harrison’s Training School)
- College of Arts and Sciences (founded in 1982)
- College of Management and Business (founded in 1989)

Student Body
- Total enrollment (2006-07): 11,750
- Graduate: 8,928 (76%)
- Undergraduate: 2,809 (24%)
- Female: 77%
- Part-time: 54%
- Minorities: 29%
- Average age: 36 (undergraduate); 38 (graduate)

Academic Programs
- Bachelor’s: 19
- Master’s: 30
- Post Master’s Certificate of Advanced Study (C.A.S.): 11
- Post Master’s Education Specialist (Ed.S.): 4
- Doctoral: 7

Online Degree Programs: 8
- Health Care Leadership (B.S.)
- Management (B.S.)
- Management Information Systems (B.S.)
- Management (M.S.)
- Business Administration (M.B.A.)
- Interdisciplinary Studies in Curriculum and Instruction (M.Ed.)
- Adult, Continuing and Literacy Education (M.Ed.)
- Early Childhood Administration (M.Ed.; Post-Master’s Certificate of Advanced Study C.A.S.)
it’s not your average, run-of-the-mill college of arts and sciences

“Expanding your world view. Isn’t that what a general education is all about?”

Martha Casazza, dean of the NLU College of Arts and Sciences, delights in showing visitors the student-made masks that line the wall outside her office. “They form a lively mosaic of cultural, ethnic and life experiences—just like our degree programs and general education courses.”

This is the NLU college where professors write books about Chicago’s neighborhoods, discuss plays about the relationship of Blacks and Jews, and study prairie insects.

Our M.A. in Psychology is the largest non-clinical master’s degree program in the state of Illinois—and our Applied Behavioral Sciences degree gives you insight into how work groups work and who has what it takes to be a leader.

Our faculty teach courses about death and dying, families and children under stress, cross-cultural communications and the theories of personality. Our graduates are entrepreneurs and community activists, consultants and executive coaches. Our goal: a degree of value and an educational experience unlike any other.

Get a B.A. in English, biology, political science, mathematics, social science, human services, psychology and liberal arts studies.
an organization’s success lies in the vision of its leaders, the talent of its employees and its ability to transform itself in a rapidly changing economy

Chris Multhauf, Executive Dean of the College of Management and Business at National-Louis University, knows Chicago business—and he knows business schools must do a better job of preparing people to manage and lead today’s for-profit and not-for-profit organizations.

Multhauf also knows what it takes to start and grow a successful business in Chicago. He was co-founder, chief executive officer and chairman of the board of First Commonwealth, Inc., the Midwest’s leading managed dental care organization—and president and chief executive officer of the Alliance for Illinois Manufacturing.

“We need leaders who can transform themselves—and their companies,” says Multhauf. “We need business leaders who think like entrepreneurs. And we also have an obligation to train those men and women who are working on the factory floors today so that they can move into the board rooms of tomorrow.”

“Chicago area businesses, from health care to manufacturers, need new solutions—and transformational leadership. They need an educational partner that can offer a wide range of ‘customized knowledge products’ on-site. That partner is the College of Management and Business at NLU.”

Get your undergraduate degree in management, health care leadership, management information systems and business administration at NLU. And don’t stop there. Get your MBA or a master’s degree in management, human resource management and development, or health services administration at Chicago’s business-to-business education partner.
the National College of Education at NLU

The National College of Education (NCE) at NLU is a recognized leader in preparing professional educators to meet the demands of today’s classroom and find solutions to the challenges created by public policy. The NCE faculty are internationally acclaimed experts in such areas as reading, early childhood education, curriculum and instruction, teacher training and special education.

A growing number of NCE alumni have earned National Board Certification—the highest recognition for professional educators in the state of Illinois—as well as the Golden Apple Award for excellence in classroom teaching.

It should come as no surprise, therefore, that NLU is ranked first in the state of Illinois for the number of graduate degrees conferred in education.

NLU’s legacy of serving the Chicago community, especially those with the greatest need for access to a quality education, is reflected in the many, successful collaborations NCE has developed. Today those partnerships, which number more than 100, include organizations ranging from the Chicago Public School system and the Academy for Urban School Leadership to Teach for America, Chicago Teaching Fellows and the Illinois Reading Recovery project.

Get an undergraduate degree in early childhood or elementary education—and graduate degrees in administration and supervision, community college leadership, curriculum and instruction, curriculum and social inquiry, disability and equity in education, early childhood administration, early childhood education, educational leadership, educational psychology, elementary education, interdisciplinary studies in curriculum and instruction, language and literacy, middle level education, reading, reading and language, school psychology, secondary education, special education and technology in education.

What educators want. What educators need. They get it at NLU—National-Louis University.

For more information and to apply, go to www.nl.edu or call 888.NLU.TODAY.
Welcome to a school where ordinary people go on to do extraordinary things in their schools, their communities and at their jobs. For more than a century, National-Louis University (NLU) students have been able to make such strides, in large part, because of the vision and support they received from men and women who have been working at NLU to redefine what it means to be a university committed to access, innovation and excellence.

NLU is one of Chicago’s oldest, private, non-profit universities. Here, we believe great teaching should help address important social issues. Our faculty act on some of the most urgent problems of our time and our city, including: reading and literacy, teacher training for urban school districts, access to higher education, being competitive in a global economy. They also prepare students to think critically about issues in classrooms, boardrooms and the community, then manage these issues and create meaningful change.

Recognized as a premier graduate school for teachers in the state of Illinois, the programs offered by NLU’s National College of Education (NCE) blend theory and practice in small group settings—giving educators the opportunity to think about how they teach, manage a classroom, run a school district and interact with parents.

Management education, through the College of Management and Business, focuses on transformational leadership and classes delivered on site at the workplace. The NLU College of Arts and Sciences is home to the largest, non-clinical master’s degree program in psychology in Illinois.

NLU is also a leader in modern adult education. Faculty go beyond the traditional classroom interaction and forge long-term relationships with students who are balancing families, work and education.

You have become part of a vibrant legacy that lives on in the work of our faculty, students and alumni. I wish you success as you pursue your academic, professional and personal goals at NLU.

Sincerely,

Richard J. Pappas
President
National-Louis University
Statement of Mission

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

National-Louis University: A Brief History

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

Elizabeth Harrison, a pioneer in elementary and early childhood education, founded the institution as Miss Harrison’s Training School in 1886. The university’s name was changed to the Chicago Kindergarten College (1893), the National Kindergarten College (1912), and then the National College of Education (1930). Under Harrison’s leadership, National College of Education championed the concept of kindergarten teaching in America and was one of the first teacher’s colleges in the country to offer a four-year program culminating in the bachelor of education degree. It was the first Illinois institution to offer the bachelor’s degree for elementary teachers. As the Chicago Kindergarten College, our institution was instrumental in the founding of the PTA and later as the National College of Education played a major role in launching the national Head Start program.

In 1926 the institution relocated its main campus from Chicago to Evanston. In 1999, after purchasing six floors of an historic landmark building at 122 South Michigan Avenue, the main campus was returned to downtown Chicago. Today, National-Louis University serves students from five Northern Illinois campuses—Chicago, Elgin, Lisle, North Shore (Skokie), and Wheeling—and campuses in three other states and the District of Columbia.

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

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

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

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

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

Accreditation

National-Louis University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, 30 N. LaSalle St., Suite 2400, Chicago, IL 60606 312/263-0456, and is a participant in the HLC’s Academic Quality Improvement Program (AQIP). National College of Education meets all twenty standards of the National Council for the Accreditation of Teacher Education. The College of Management and Business has earned professional accreditation from the International Assembly of Collegiate Business Education. Selected programs in the National College of Education are approved by the Illinois State Board of Education for certification of education professionals.

State Approvals

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

- Illinois: The University is authorized to operate in Illinois by the Illinois Board of Higher Education.
- Virginia: The University is certified to operate in the Commonwealth of Virginia by the State Council of Higher Education for Virginia.
- District of Columbia: The University is licensed to operate in Washington, D.C. by the Education Licensure Commission of the District of Columbia. National-Louis University is not affiliated with the federal or District government.
- Maryland: National-Louis University is authorized to operate at Andrews Air Force Base by the Maryland Higher Education Commission.
- Wisconsin: The University is approved to operate by the Educational Approval Board and has approval from the Department of Public Instruction for selected course work for the continuing education of teachers. In addition, the Wisconsin Department of Public Instruction recognizes the Administration and Supervision programs for administrative licenses and the Master of Arts in Teaching in Elementary Education, Special Education, and Secondary Education for initial teacher certification.
- Florida: The University holds Regular Licensure from the
Florida Commission for Independent Education of the Florida Department of Education to operate as a university, to offer programs of instruction, and to award degrees.

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

The M.Ed. in Interdisciplinary Studies in Curriculum and Instruction does not provide for teacher certification by the Florida Board of Education. It is intended only for teachers who already hold certification. Additional information regarding NLU may be obtained by contacting the Commission at: 325 W. Gaines Street, Suite 1414, Tallahassee, Florida 32301. Toll free phone number: 888/224-6684.

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

**Membership List**

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

- Academic Quality Improvement Program (AQIP)
- Adult Higher Education Alliance
- Association to Advance Collegiate Schools of Business, The (AACSB)
- Association of Independent Educational Administrators (AIEA)
- Association of Independent Liberal Arts College (AILACTE)
- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers (AACRRAO)
- American Association of Hispanics
- American Association of University Women
- American College Personnel Association
- American Council on Education
- American Counseling Association
- American Library Association (ALA)
- American Marketing Association
- American Payroll Association
- American Society on Aging (ASA)
- Association for Gerontology
- Association for Institutional Research
- Association for Supervision and Curriculum Development (ASCD)
- Association Forum of Chicago
- Association of Campus Activities
- Association of College Administrators
- Association of College and Research Libraries
- Association of Fundraising Professionals
- Association of Governing Boards
- Association of Higher Education Facilities
- Association of Physical Plant Administrators
- Association of Teacher Educators (ATE)
- Association to Advance Collegiate Schools of Business (AACSB)
- Broadcast Music, Inc. (BMI)
- Bolingbrook Chamber of Commerce
- Cardinal Area Chamber of Commerce
- Central Florida Higher Education
- Chicago Area Admission Directors (CAAD)
- Chicago Central Area Committee (CCAC)
- Chicagoland Chamber of Commerce
- Chicagoland Chapter of the American Society for Training and Development (CCASTD)
- Chicago Loop Alliance
- Child Care Workforce Alliance
- City Club of Chicago
- Council for Adult & Experienced Learning (CAEL)
- Collaborative Institutional Training Institute (CITI)
- College and University Personnel Administrators
- College Board, The
- Community College Providers Group (CCPG)
- Corporate University Consortium
- Council for Higher Education Accreditation
- Council for Standards in Human Service Education
- Council for the Advancement of Experiential Learning
- Council of Chicago Area Deans (CCADE)
- Council of Directors of School Psychology
- Council of Independent Colleges, The
- Council on Law in Higher Education
- Crystal Lake Chamber of Commerce
- D.C. Chamber of Commerce
- Donors Forum
- Downers Grove Area Chamber of Commerce
- Elgin Area Chamber of Commerce
- Elmhurst Chamber of Commerce
- Experiential Learning Assessment Network
- Fairfax County Virginia Chamber of Commerce
- Federation of Independent Illinois Colleges and Universities
- Florida Association of Postsecondary Education
- Fox Valley Educational Alliance
- Government College Relations Council
- Greater St. Charles Area Chamber of Commerce
- Gwinnett Chamber of Commerce
- Higher Learning Commission of the North Central Association of Colleges and Schools (HLC/NCA)
- Hispanic Alliance for Career Enhancement
- Human Resources Management Association
- International Assembly for College Business Education (IACBE)
- Illinois Association of Early Childhood Teacher Educators (IILACTE)
- Illinois Association of Teacher Educators in Private Colleges (IATEPC)
- Illinois Association of College Admissions Counselors
- Illinois Association of Colleges for Teacher Education
- Illinois Association of Collegiate Registrars and Admissions Officers
- Illinois Campus Compact
Illinois Committee on Black Concerns in Higher Education (ICBCHE)
Illinois Fox Valley SHRM
Illinois Head Start Association
Illinois Latino Council on Higher Education
Illinois Library Association (ILA)
Illinois OCLC User’s Group
Illinois Reading Council
International Association of Business Communications
International Facility Management Association
International Ombudsman Association, The
International Reading Association
Latino Organization of the Southwest
Lisle Chamber of Commerce
Midwest Association of Colleges and Universities
Midwest Sociological Society
Naperville Chamber of Commerce
National Academic Advising Association
National Adult Literacy Survey (NALS)
National Association for College Admission Counselors
National Association for the Education of Young Children
National Association of College and University Business Officers
National Association of Colleges and Employers
National Association of Diversity Officers
National Association of Foreign Student Advisers: Association of International Educators
National Association of Independent Colleges and Universities
National Association of International Educators
National Association of President’s Assistants
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Association of Veteran’s Programs
National Center for Creative Aging
National College Testing Association
National Council for Accreditation of Teacher Education (NCATE)
National Council of University Research
National Education Association
National Middle School Association
National Staff Development Council
National University Continuing Education Association
North American Chamber of Commerce
North Suburban Higher Education Consortium
North Suburban Library System
Northern Illinois Business Association
Northwest Suburban Association of Commerce
Oak Brook Chamber of Commerce
Polish American Chamber of Commerce
Private Illinois Colleges
Reading Recovery Council
Recording for the Blind and Dyslexic
Resources for the Education of Adults in the Chicago Area
Rockford Area Chamber of Commerce
Skokie Chamber of Commerce
Society for College and University Planning
Society for Human Resource Managers (SHRM)
South Tampa Chamber of Commerce
Southern Association of Student Financial Aid Administrators (SASFAA)
St. Petersburg Chamber of Commerce
Tampa Bay Higher Education Alliance
Tampa Chamber of Commerce
United States-Mexico Chamber of Commerce
University and College Designers
University Center of Lake County
Virginia Association of Collegiate Registrars and Admissions Officers
Virginia Association of Student Financial Aid Administrators
Washington Educational Coalition for Adults Returning to Education (We Care)
West Suburban Higher Education Consortium
Wheaton Chamber of Commerce
Wheeling (Illinois) Chamber of Commerce
Wilmette Chamber of Commerce
Wisconsin Association of School Districts
World at Work

Service Members Opportunity Colleges (SOC)

National-Louis University participates in the SOC program. For more information contact the Undergraduate Academic Advising Center (UAAC) at 800/443-5522, x5900.

Facilities

Chicago Campus

National-Louis University’s main campus occupies five floors of a historic landmark office building at 122 South Michigan Avenue. Offices of the President, Provost, and other academic and administrative offices are located on this campus. Facilities include classrooms, student services, developmental skills laboratories, library, bookstore, and computer laboratories.

The campus location in the heart of Chicago’s active downtown area creates an ideal setting for programs in the College of Arts and Sciences, National College of Education, and the College of Management and Business, the latter of which is based at the Chicago Campus. This campus also houses the Gidwitz Center for Urban Policy and Community Development. The Gidwitz Center seeks to develop and advocate for public policy responsive to the needs and aspirations of citizens in the city of Chicago. Situated across the street from the Art Institute of Chicago, and one block south from Goodman Theater, Orchestra Hall, and scenic Grant Park, the campus is within walking distance to these and other Chicago cultural and recreational activities.

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

**Elgin Campus**

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

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

**Florida Regional Campus**

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

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

**Lisle Campus**

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

In 2005 continuing growth in the western suburbs led to the development of a new campus in Lisle replacing the one in Wheaton. The new site is located at 850 Warrenville Road. The West Suburban Campus in Lisle is an outstanding example of modern college campus design that accommodates traditional-age students and our busy adult learners.

It is a perfect blend of up-to-the-minute educational technology and a very comfortable and comforting human space. The campus serves a rapidly growing student body with upper-level undergraduate and graduate programs in the College of Arts and Sciences, National College of Education, and the College of Management and Business; a majority of these students are working adults. Along with the academic programs, the Lisle campus also offers unique services through its Reading Recovery Center, Center for Positive Aging, and the College of Arts and Sciences Counseling Center.

**Milwaukee/Beloit Campus**

The main site of the Milwaukee/Beloit Campus was relocated in October of 2006 to a new facility at 12000 West Park Place and is the administrative site for field and cluster programs offered to residents of southeastern Wisconsin. The original site opened in 1984.

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

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

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

**North Shore Campus**

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

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

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

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

The Northern Virginia/Washington, D.C. Campus was founded in 1985. Two facilities comprise the campus. In addition to University administrative offices, the Northern Virginia facility, located at 1800 Diagonal Drive, Suite 600, Room 626, Alexandria, VA 22314 houses faculty/staff offices, classrooms, one computer lab, an electronic library/information resource area and a student lounge area. Additional space including four classrooms, one computer lab, and faculty/staff offices is located at 1325 G Street, Suite 740, Washington, D.C. 20005. Classes are also offered in the Virginia communities of Woodbridge and Alexandria; at various locations in the District of Columbia; and on-site at local corporations and schools.

Classes are offered in a variety of schedules, both during the week and on the weekend, to accommodate the other professional and personal commitments of the adult student population.

The Northern Virginia/Washington, D.C. Campus provides a full range of university services. These include enrollment counseling and admissions, academic advisement, financial services, library assistance, and academic development.

Nowy Sacz, Poland Campus

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

Wheeling Campus

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

No stranger to Chicago’s northwest suburbs, National-Louis University had served Wheeling and surrounding communities for many years by offering courses at rented facilities. Classes at the Wheeling Campus, a permanent site located near the intersection of Palatine and Wolf Roads, are easily accessible to busy adults who live and work in northwest Cook and Lake Counties.
# 2008-09 Academic Calendar

## 2008 Fall Quarter

**September**
- 1 Monday Labor Day Holiday (University closed)
- 3-5 Wednesday- Fall University Connection
  - Friday
- 8-12 Monday- Fall final registration; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
  - Friday
- 15 Monday Fall Quarter on-campus classes begin; 10-week and 11-week Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
- 20 Saturday Last day to drop a Fall course
- 26 Friday Last day to add a Fall course with instructor approval

**October**
- 20 Monday Winter registration begins

**November**
- 23 Sunday End of 10-week classes; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
- 24-26 Monday- No regularly scheduled classes
- 27-28 Thursday- Thanksgiving Holiday (University closed)

**December**
- 3-5 Wednesday- Winter University Connection (tentative)
  - Friday
- 7 Sunday End of 11-week classes; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
- 24 Monday Winter Quarter on-campus classes begin; 10-week and 11-week Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
- 25 Monday Memorial Day Holiday (University closed)
- 31 Tuesday Winter diploma date

## 2009 Spring Quarter

**March**
- 22 Sunday End of 10-week classes; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
- 29 Sunday End of 11-week classes; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
- 31 Tuesday Winter diploma date

**April**
- 6 Monday Spring Quarter on-campus classes begin; 10-week and 11-week Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
- 11 Saturday Last day to drop a Spring course
- 17 Friday Last day to add a Spring course with instructor approval

**May**
- 11 Monday Undergraduate & graduate Summer registration begins, and undergraduate & graduate Fall registration begins
- 25 Monday Memorial Day Holiday (University closed)

**June**
- 7 Sunday Chicago area commencement
- 14 Sunday End of 10-week classes; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
- 21 Sunday End of 11-week classes; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
- 30 Tuesday Spring diploma date

## 2009 Summer Quarter

**June**
- 22-26 Monday- Summer final registration; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
- 29 Monday Summer Quarter on-campus classes begin; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses

**July**
- 3 Friday Independence Day Holiday observed (University closed)
- 4 Saturday Independence Day Holiday (University closed)
- 6 Monday Last day to drop a Summer course
- 10 Friday Last day to add a Summer course with instructor approval

**August**
- 23 Sunday End of Summer classes; Chicago/Elgin/Lisle/North Shore/Wheeling Campuses
- 31 Monday Summer diploma date
## 2008-12 Academic Calendar

<table>
<thead>
<tr>
<th>Fall Quarter</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day holiday, university closed</td>
<td>1-Sep</td>
<td>7-Sep</td>
<td>6-Sep</td>
<td>5-Sep</td>
<td>TBD</td>
</tr>
<tr>
<td>Final UG &amp; GR on-campus registration (IL campuses)</td>
<td>8-12 Sep</td>
<td>8-11 Sep</td>
<td>7-10 Sep</td>
<td>6-9 Sep</td>
<td>TBD</td>
</tr>
<tr>
<td>On-campus classes begin</td>
<td>15-Sep</td>
<td>14-Sep</td>
<td>13-Sep</td>
<td>12-Sep</td>
<td>TBD</td>
</tr>
<tr>
<td>10-week classes end</td>
<td>23-Nov</td>
<td>22-Nov</td>
<td>21-Nov</td>
<td>20-Nov</td>
<td>TBD</td>
</tr>
<tr>
<td>Fall recess, no classes</td>
<td>24-26 Nov</td>
<td>23-25 Nov</td>
<td>22-24 Nov</td>
<td>21-23 Nov</td>
<td>TBD</td>
</tr>
<tr>
<td>11-week classes end</td>
<td>7-Dec</td>
<td>6-Dec</td>
<td>5-Dec</td>
<td>4-Dec</td>
<td>TBD</td>
</tr>
<tr>
<td>Holiday break, university closed</td>
<td>24-31 Dec</td>
<td>24-31 Dec</td>
<td>24-31 Dec</td>
<td>24-31 Dec</td>
<td>TBD</td>
</tr>
<tr>
<td>Fall diploma date</td>
<td>31-Dec</td>
<td>31-Dec</td>
<td>31-Dec</td>
<td>31-Dec</td>
<td>TBD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Year holiday, University closed</td>
<td>--</td>
<td>1-Jan</td>
<td>1-Jan</td>
<td>1-3 Jan</td>
<td>1-2 Jan</td>
</tr>
<tr>
<td>Final UG &amp; GR on-campus registration (IL campuses)</td>
<td>--</td>
<td>5-9 Jan</td>
<td>4-8 Jan</td>
<td>4-7 Jan</td>
<td>3-6 Jan</td>
</tr>
<tr>
<td>On-campus classes begin</td>
<td>--</td>
<td>12-Jan</td>
<td>11-Jan</td>
<td>10-Jan</td>
<td>9-Jan</td>
</tr>
<tr>
<td>MLK holiday, university closed</td>
<td>--</td>
<td>19-Jan</td>
<td>18-Jan</td>
<td>17-Jan</td>
<td>16-Jan</td>
</tr>
<tr>
<td>Spring registration begins</td>
<td>--</td>
<td>16-Feb</td>
<td>15-Feb</td>
<td>14-Feb</td>
<td>13-Feb</td>
</tr>
<tr>
<td>10-week classes end</td>
<td>--</td>
<td>22-Mar</td>
<td>21-Mar</td>
<td>20-Mar</td>
<td>18-Mar</td>
</tr>
<tr>
<td>11-week classes end</td>
<td>--</td>
<td>29-Mar</td>
<td>28-Mar</td>
<td>27-Mar</td>
<td>25-Mar</td>
</tr>
<tr>
<td>Winter diploma date</td>
<td>--</td>
<td>31-Mar</td>
<td>31-Mar</td>
<td>31-Mar</td>
<td>31-Mar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final UG &amp; GR on-campus registration (IL campuses)</td>
<td>--</td>
<td>30 Mar</td>
<td>3 Apr</td>
<td>29 Mar</td>
<td>2 Apr</td>
</tr>
<tr>
<td>On-campus classes begin</td>
<td>--</td>
<td>6-Apr</td>
<td>5-Apr</td>
<td>4-Apr</td>
<td>2-Apr</td>
</tr>
<tr>
<td>Summer &amp; Fall registration begins</td>
<td>--</td>
<td>11-May</td>
<td>10-May</td>
<td>9-May</td>
<td>7-May</td>
</tr>
<tr>
<td>Memorial Day holiday, university closed</td>
<td>--</td>
<td>25-May</td>
<td>31-May</td>
<td>30-May</td>
<td>28-May</td>
</tr>
<tr>
<td>10-week classes end</td>
<td>--</td>
<td>14-Jun</td>
<td>13-Jun</td>
<td>12-Jun</td>
<td>10-Jun</td>
</tr>
<tr>
<td>11-week classes end</td>
<td>--</td>
<td>21-Jun</td>
<td>20-Jun</td>
<td>19-Jun</td>
<td>17-Jun</td>
</tr>
<tr>
<td>Chicago area commencement</td>
<td>--</td>
<td>7-Jun</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Spring diploma date</td>
<td>--</td>
<td>30-Jun</td>
<td>30-Jun</td>
<td>30-Jun</td>
<td>30-Jun</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Quarter</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-campus classes begin</td>
<td>30-Jun</td>
<td>29-Jun</td>
<td>28-Jun</td>
<td>27-Jun</td>
<td>25-Jun</td>
</tr>
<tr>
<td>Independence Day observed, university closed</td>
<td>4-Jul</td>
<td>3-Jul</td>
<td>5-Jul</td>
<td>4-Jul</td>
<td>4-Jul</td>
</tr>
<tr>
<td>Summer classes end</td>
<td>24-Aug</td>
<td>23-Aug</td>
<td>22-Aug</td>
<td>21-Aug</td>
<td>19-Aug</td>
</tr>
<tr>
<td>Summer diploma date</td>
<td>31-Aug</td>
<td>31-Aug</td>
<td>31-Aug</td>
<td>31-Aug</td>
<td>31-Aug</td>
</tr>
</tbody>
</table>
University Expenses

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

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

Tuition and Fee Schedule
2008-2009

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

A non-refundable $95 tuition deposit is required by ALL NEW students pre-registering for any term. This deposit will be applied against term charges. A new student is someone not enrolled in the prior term.

Illinois

Undergraduate by College ....................per quarter hour

<table>
<thead>
<tr>
<th>College</th>
<th>Tuition Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>National College of Education</td>
<td>$ 399.00</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>$ 399.00</td>
</tr>
<tr>
<td>100/200 level traditional/FOCUS courses</td>
<td>$ 330.00</td>
</tr>
<tr>
<td>300/400 level traditional/FOCUS courses</td>
<td>$ 399.00</td>
</tr>
<tr>
<td>ABS Courses</td>
<td>$ 434.00</td>
</tr>
</tbody>
</table>

College of Management and Business

Traditional courses ....................... $ 399.00
BSM, BSMIS, & HCL courses ............... $ 426.00

Graduate by College .....................per semester hour

<table>
<thead>
<tr>
<th>College</th>
<th>Tuition Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>National College of Education</td>
<td>$ 665.00</td>
</tr>
<tr>
<td>M.A.T......................................</td>
<td>$ 665.00</td>
</tr>
<tr>
<td>M.Ed. or C.A.S. Early Childhood Administration</td>
<td>$ 641.00</td>
</tr>
<tr>
<td>M.Ed. or C.A.S. ESL/Bilingual core courses/per hour</td>
<td>$ 665.00</td>
</tr>
<tr>
<td>E SL/Bilingual/per course</td>
<td>$ 557.00</td>
</tr>
<tr>
<td>M.Ed. Field based program - Interdisciplinary Studies</td>
<td>$ 442.00</td>
</tr>
<tr>
<td>Non-degree or Certificate programs............</td>
<td>$ 665.00</td>
</tr>
</tbody>
</table>

College of Arts and Sciences

<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed., M.S., M.A., &amp; Certificate Programs</td>
<td>$ 626.00</td>
</tr>
<tr>
<td>Ed.D.......................................</td>
<td>$ 665.00</td>
</tr>
</tbody>
</table>

College of Management and Business

<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>All programs (except M.H.A.)</td>
<td>$ 643.00</td>
</tr>
<tr>
<td>M.H.A.....................................</td>
<td>$ 626.00</td>
</tr>
</tbody>
</table>

Professional Development courses/workshops .. $ 304.00

Wisconsin

<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed. Interdisciplinary Studies ..............</td>
<td>$ 600.00</td>
</tr>
<tr>
<td>All other programs................................</td>
<td>$ 620.00</td>
</tr>
<tr>
<td>Professional Development/Continuing Education workshops</td>
<td>$ 304.00</td>
</tr>
</tbody>
</table>

Wisconsin teachers in M.Ed. or C.A.S. are eligible for a partial tuition scholarship.

Florida

Undergraduate

<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated/Cohort courses - HCL.............</td>
<td>$ 426.00</td>
</tr>
<tr>
<td>Accelerated/Cohort courses - ABS.............</td>
<td>$ 434.00</td>
</tr>
<tr>
<td>100/200 level FOCUS courses...................</td>
<td>$ 330.00</td>
</tr>
<tr>
<td>300/400 level FOCUS courses...................</td>
<td>$ 399.00</td>
</tr>
</tbody>
</table>

Graduate

<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed. Interdisciplinary Studies ..............</td>
<td>$ 571.00</td>
</tr>
<tr>
<td>M.H.A.....................................</td>
<td>$ 571.00</td>
</tr>
<tr>
<td>Ed.S. Administration and Supervision/Educational Leadership</td>
<td>$ 620.00</td>
</tr>
</tbody>
</table>

Students in Partnership groups receive a 5% Partnership Grant.

Northern Virginia/D.C.

Accelerated/Cohort courses (BSM, BSMIS) ....... $ 426.00
M.B.A., M.S.................................. $ 643.00

2008-2009 tuition rates are effective for the Summer 2008 term through the Spring 2009 term for courses/clusters offered on the standard term calendar. 2008-2009 tuition rates are effective for any cohort groups whose first course begins July 1, 2008 through June 30, 2009.
### 2008-2009 Student Fees

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee (non-refundable)</td>
<td>$40.00</td>
</tr>
<tr>
<td>Tuition deposit (non-refundable)</td>
<td>$95.00</td>
</tr>
<tr>
<td>School Psychology Testing</td>
<td>$350.00</td>
</tr>
<tr>
<td>Credit by Portfolio</td>
<td></td>
</tr>
<tr>
<td>Application fee</td>
<td>$130.00</td>
</tr>
<tr>
<td>Per essay assessed</td>
<td>$130.00</td>
</tr>
<tr>
<td>Criterion Examination</td>
<td>$45.00</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
<td>$70.00</td>
</tr>
<tr>
<td>Watson-Glaser Critical Thinking</td>
<td>$45.00</td>
</tr>
<tr>
<td>Transcript</td>
<td>$8.00</td>
</tr>
<tr>
<td>Transcript rush service</td>
<td>$10.00</td>
</tr>
<tr>
<td>Transcript with completion statement</td>
<td>$10.00</td>
</tr>
<tr>
<td>Transcript (same day)</td>
<td>$50.00</td>
</tr>
<tr>
<td>Special Letters</td>
<td>$15.00</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>$10.00</td>
</tr>
<tr>
<td>(1st one; $3 additional up to $40 maximum)</td>
<td></td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>Certificate Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>Diploma Re-order fee</td>
<td>$35.00</td>
</tr>
<tr>
<td>Student ID Replacement</td>
<td>$10.00</td>
</tr>
<tr>
<td>Deferred Payment Plan Fee/per term</td>
<td>$35.00</td>
</tr>
<tr>
<td>Tuition Reimbursement Fee/per term</td>
<td>$35.00</td>
</tr>
<tr>
<td>Late Payment Fee/per month</td>
<td>$10.00</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>$35.00</td>
</tr>
<tr>
<td>Student fee (part-time status)/per term</td>
<td>$20.00</td>
</tr>
<tr>
<td>Student fee (full-time status)/per term</td>
<td>$40.00</td>
</tr>
<tr>
<td>E-mail Opt out Fee/per term</td>
<td>$100.00</td>
</tr>
<tr>
<td>U-Pass fee/per term</td>
<td>$66.00</td>
</tr>
<tr>
<td>Thesis/Dissertation Continuation fee/per term</td>
<td>$100.00</td>
</tr>
</tbody>
</table>
**General Admission Information for Undergraduate and Graduate Programs**

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

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

**Program Admission**

Many programs have specific admission requirements. 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. Please consult the appropriate program section of this catalog for admission criteria and specific procedures for application. Once an application for admission is received, it is acted upon promptly. Applicants can usually expect a reply to their application within two weeks of receipt of all admission documents. Financial assistance cannot be awarded prior to admission. Incomplete applications are destroyed after three years from date of receipt.

**Freshman Admission**

Freshman students are high school graduates who are first time college attendees. Applicants should be high school graduates in the top half of their graduating class. Applicants must submit results of a college entrance examination, either the ACT or SAT, and should have achieved a minimum composite score of 19 on the ACT or combined verbal, mathematics, and writing score of 1150 on the SAT. Some students who do not meet these criteria may be admitted on a high potential basis (see High Potential Students). Precollege entrance examinations may be waived for freshmen applicants age 21 and older.

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

1. Completed application (available online: www.nl.edu).
2. Application fee (nonrefundable).
3. Official scores from the ACT or SAT.
4. Official high school transcript showing graduation date and rank in class or official results from the General Education Development Test (GED). Applicants who have received a high school graduation certificate as a result of having taken the GED may also be considered for admission. Admission for GED recipients will be on a high potential basis.
5. Applicants to Human Services programs are required to submit two letters of recommendation. Letters of recommendation should address the applicant’s academic and professional promise.
6. TOEFL(Test of English as a Foreign Language)- official scores are required if English is not the applicant’s native language and/or high school degree was earned outside the United States. Applicants may substitute the Department of Applied Language (DAL) Assessment in lieu of TOEFL scores.

Personal interviews with faculty may be required.

**Undergraduate Transfer Admission**

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

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

1. Completed application form (available online: www.nl.edu).
2. Application fee (nonrefundable).
3. Official transcripts from all colleges and universities attended.
4. Proof of high school graduation is required of transfer students entering with fewer than 15 quarter hours of transferable credit.
5. Applicants to Human Services programs are required to submit two letters of recommendation. Letters of recommendation should address the applicant’s academic and professional promise.
6. TOEFL(Test of English as a Foreign Language)- official scores are required if English is not the applicant’s native language and/or college coursework was earned outside the United States. Applicants may substitute the Department of Applied Language (DAL) Assessment in lieu of TOEFL scores.

Personal interviews with faculty may be required.

All undergraduate students at National-Louis University are required to complete skills assessment. These tests are designed to assess students’ skills to ensure academic
success. Testing is ongoing throughout the year and is administered in the Center for Academic Development (CAD) for students in on-campus programs or in class for students in accelerated degree-completion programs.

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

**Dual Admission and Articulation Agreements**

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

In addition, to aid students in transferring credit toward undergraduate CAS and CMB programs, National-Louis University has created articulation agreements with over 70 community colleges and other institutions. These agreements allow students who have earned an Associate’s Degree from an institution with which NLU has a current and verified articulation agreement to transfer all credits earned as part of their degree to NLU. Accepted credits include all courses, even those transferred from other institutions and approved by the institution with which NLU has an articulation agreement. All transferring students 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 in the Center for Academic Development (See Academic and Lifelong Learning, page 70) or placement into appropriate NLU courses. A list of current transfer guides is posted on the NLU website.

**Undergraduate High Potential Students**

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

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

**Unclassified Students**

Undergraduate applicants who, for valid reasons, cannot complete the application file before registration may be allowed to enroll as Unclassified Students under the following conditions:

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

Undergraduate unclassified students are not eligible for financial aid.

**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 towards the completion of their degree or certificate in consultation with their academic or program advisor. Time limits vary by program.

**Non-degree Status (Visiting Students)**

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

Students enrolled in the non-degree status are subject to all regulations of the University. Should non-degree status students wish to be admitted to a degree program, or to a certificate program, they must apply through the Office of Admissions and Records. Any application toward degree, diploma or certificate requirements of courses taken as a non-degree seeking student will be evaluated upon application for admission for degree seeking status in accordance with prescribed limitations. Non-degree status students are not eligible for financial assistance.
Students Whose Previous Academic Work Was Not in the United States

U.S. citizens or resident aliens whose previous academic work was from an institution outside the United States are required to have their high school transcripts and/or undergraduate transcripts evaluated by an approved agency. Graduate applicants with a baccalaureate degree or college coursework from an institution outside the United States are required to have their undergraduate transcripts evaluated by an approved agency verifying degree equivalence to a United States baccalaureate degree. Please refer to the International Student section of this catalog for a list of approved foreign transcript evaluators. The NLU Office of Admissions and Records will examine foreign transcript evaluations and make a determination of suitability for undergraduate and graduate admission.

Admission of Veterans

National-Louis University is approved for benefits for the education of veterans, active duty service personnel, disabled veterans, and qualified dependents (widows, war orphans, etc.). In most of our locations, a veteran who seeks admission should follow the regular admission policies, but should also contact the Office of Admissions and Records at his or her home campus. Chicago-area students who are veterans should contact the Office of Admissions and Records on the Wheeling campus. This should be done as early as possible to expedite handling of applicants' VA forms and counseling. Veterans must be admitted to qualify for benefits.

International Students

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

1. Completed application: (available on-line: www.nl.edu)
2. An application fee: (Non-refundable). You can pay by check or money order (US Currency) made payable to National-Louis University.
3. Program requirements: Admission requirements vary by program. Please refer to the appropriate College checklist.
4. High school or undergraduate applicant transcripts: Official educational credential evaluation of transcripts from ALL secondary schools colleges and universities attended. This translation and evaluation must be completed by one of the three approved agencies, listed below:
   - Educational Credential Evaluators, Inc.
     P.O. Box 92970
     Milwaukee, WI 53202-0970
     Telephone: 414/289-3400
     FAX: 414/289-3411
     Web Site: www.ece.org
     Email: eval@ece.org
   - World Educational Services, Inc.
     P.O. Box 11623
     Chicago, IL 60611-0623
     Telephone: 312/222-0882
     Web Site: www.wes.org
     Email: info@wes.org
   - International Education Research Foundation, Inc.
     P.O. Box 66940
     Los Angeles, CA 90066
     Telephone: 310-390-6276
     FAX: 310/397-7686
     Web Site: www.ierf.org
     Email: info@ierf.org
5. Official Test of English As a Foreign Language (TOEFL) (www.toefl.org) Scores: Undergraduate applicants: A minimum score of 500 paper-based, 173 computer-based or 61 TOEFL Internet-based test (iBT). Graduate applicants: A minimum score of 550 paper-based, 213 computer-based or 79 TOEFL Internet-based test (iBT). TOEFL scores are only valid for two years.
6. Affidavit of Support (US citizen or resident sponsors) or Letter of Financial Support (non-US resident sponsors):
   F-1 students: The person who is paying your tuition and living expenses while you attend National-Louis University, must complete and sign an affidavit of support or letter of support while in the presence of a Notary Public or First Class Magistrate. Once completed, the Notary Public must also sign the affidavit of support. An applicant can have more than one sponsor.
   J-1 students: Exchange visitors whose programs are financed in whole or in part, directly or indirectly by external sources such as their government, the U. S. Government, an educational association or sponsored by National -Louis University, are required to provide a Letter of Financial Support as evidence of that support. The Letter of Support should specify the total salary stipend, travel allowances and source of funds. If the visitor’s support will be coming from more than one source, each source must be indicated and document the amount from each in U.S. currency.
7. Financial Resources: Applicants must also prove that sufficient funds are or will be available from an
identified and reliable financial source to defray all living and school expenses during the entire period of anticipated study in the United States. Specifically, applicants must prove they have enough readily available funds to meet all expenses for the first year of study, and that adequate funds will be available for each subsequent year of study. The estimated expenses are $20,000-$25,000 per year for a single student, and an additional $9,000 per dependent. All Sponsors (US citizens, US residents and Non-US residents) must provide a signed statement from employer on business stationery showing date and nature of employment, salary paid, and whether position is temporary or permanent. If Sponsor is US citizen or resident and self-employed, please provide copy of last income tax return filed. J-1 visitors must provide evidence of their funding source as indicated in #6 above.

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

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

Please send all documents to the following address:

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

Returning to NLU

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

- Application for reentry (no fee)
  http://www.nl.edu/oar/forms.cfm
- Official transcripts of any college work taken since leaving the University, as well as a statement by the applicant concerning work, educational activities and any other information relevant to reentry must be submitted.

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 re-
apply. The following are required:

- Complete NLU application including $40. application fee
- All supporting credentials required by the program to which the student is re-applying. Please refer to program specific admission requirements.

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

Students are subject to degree requirements in effect at the time of reentry or readmission.

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

Enrollment Requirements

Students who are accepted will receive a letter of acceptance. Upon receipt of the letter, the following are required from the accepted student:

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

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

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

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

Students seeking transfer from an Illinois community college have available in their counseling offices information concerning transfer credit for the general education requirements and for certain degree programs where individual specific articulation agreements have been defined. Transfer advising is also available through the Undergraduate Academic Advising Center to assist in community college course planning. Prospective students may schedule an appointment with a NLU Academic Advisor by calling 800/443-5522, ext. 5900.

All students intending to transfer after registration at another college or university are advised to contact an Academic Advisor for assistance in schedule planning prior to enrollment at National-Louis University.
The Student Right-To-Know and Campus Security Act

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

Skills Assessment

National-Louis University recognizes the importance of competence in English language, reading, writing and quantitative reasoning.

All students admitted to on-campus undergraduate programs take skills assessment tests prior to registration or the second term of continuous enrollment. Faculty of the departments of English; Mathematics/Quantitative Studies; Adult, Continuing, and Literacy Education; and Applied Language work cooperatively to assess the skills of newly admitted students. Test results are used in academic advising to identify students’ strengths and weaknesses, to help students select the appropriate courses, and to ensure that they possess or develop the requisite skills needed for academic success. With the exception of English language proficiency, all testing is conducted through the Center for Academic Development (CAD). Testing of non-native speakers of English is administered by the Department of Applied Language (see General Admission Information, page 10). In addition, some programs at NLU require exit or competency exams before graduation. Please see individual programs for further information.

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

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

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

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

Writing: Students who need assistance developing skills in writing are required to complete one or more developmental courses (ESL203, ACL205, ACL200) according to their level of proficiency. Some students will be required or recommended to receive tutoring in addition to their coursework.

Reading: Students who need assistance developing skills in critical thinking and reading comprehension are required to complete one developmental course (ACL210).

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

Registration and Credit

Types of Credit

Transfer Credit

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

Evaluation of transfer coursework toward specific degree program requirements is done by the Office of Admissions and Records in consultation with the departments. All credit considered of appropriate level, content and applicability to the degree program being pursued, may be accepted for transfer, according to established admissions standards. There may be limits to the acceptance of lower level credit, technical credit, prior learning credit, etc., according to the specific degree program.

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

The approved foreign credential evaluation services are listed under the International Students section in this catalog.

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

Undergraduate Credit

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

Graduate Credit

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

**Military Experience and Training Credit**

**Acceptance Policy**

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

**Coursework**

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

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

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

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

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

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

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

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

**Air Force Credit**

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

**Basic Training Credit**

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

- Health: 2 SH
- Hygiene: 2 SH
- Physical Education: 2 SH

**Evaluation of Military Documentation for College Credit**

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

1. **ARMY/AMERICAN COUNCIL OF EDUCATION REGISTRY TRANSSCRIPT (AARTS)** - this is the only acceptable documentation for army service Military Occupation Specialty (MOS), MOS level, and Army Service School credit.
2. **The DD214** is acceptable documentation for those who are retired from the military and whose service predates the AARTS transcript system (1981).
3. **The Army Retirement Points Accounts Statement (ARPAS)** is the acceptable documentation for credit for army reservists who have one consecutive year of active
duty service in the highest MOS level. (The one year of service may need to be verified through additional documentation, including the DD214 or DD295.)

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

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

Procurement of Documentation

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

2. Students can request AARTS transcripts from:

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

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

   CCAF/RRRA
   Office of the Registrar
   Maxwell AFB AL 36112-6655
   Student name, SSN, and course completion certificate must be included.

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

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

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

Prior Learning Assessment Credit

Credit by Portfolio (Undergraduate)

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

Credit by Examination (Undergraduate)

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

Credit by Proficiency

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

Registration

Classifications

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

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

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

Regulations

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

Registration for on-campus classes is conducted before the beginning of each term. The dates for registration are published each term in the University on-campus Course Schedules. You may register in person at any Chicago-area Campus, or via mail or fax to the Wheeling Office of Admissions and Records. Check the term schedule for office hours.

Continuing graduate students may register online through the National-Louis University website (my.nl.edu).

Students must be officially registered for courses before they sit or participate in the class. An additional $30.00 fee is assessed for late registration. Some programs require students to register for their programs at a designated registration meeting. Those students will be notified of the locations and times prior to the registration meetings.

Academic Credit Load Policy

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

Undergraduate Registration in Graduate Courses

Some graduate courses may be offered for undergraduate credit. When taken for undergraduate credit, the semester hours are converted to quarter hours.

A graduate course taken by an undergraduate student and applied toward a baccalaureate degree must be taken for undergraduate credit (quarter hours) and undergraduate tuition will be charged. These hours will be included in the student’s undergraduate load, and if the student’s current load limit is exceeded as a result, the student will need to petition the appropriate department/program administrator for overload approval prior to registration.

A student must complete the “Petition to Register for Graduate Courses” form, obtain the required signatures, and present the form at the time of registration.

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

Registration for Thesis

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

Students who are writing theses or dissertations must first register for all the thesis or dissertation hours required by their program. If the hours are spread out over several terms, the registration activity must be consecutive, with no break in enrollment, including summer term. Upon completing all the required hours, students must maintain continuous registration—again, including summer—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) course carries 0 credit hours and is accompanied by a $100/term fee.

Audit

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

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

Exceptions to the policies of withdrawal (when withdrawal is necessary because of illness or accident and "in-progress" is not a possibility) may be possible after verification of the facts. The official date of withdrawal is the date when the student signs the withdrawal form in the Office of Admissions and Records or the postmark on the withdrawal letter sent to the Office of Admissions and Records.

Graduate students may withdraw after the add-drop period through the last class session and this is recorded as "W" on the academic record. Withdrawal from a course is done either by signing the withdrawal form in the Office of Admissions and Records or by writing a letter to the Office of Admissions and Records. The date of withdrawal is the date the form is signed, or the postmark on the withdrawal letter. Please see page 28 for Refund Policy.

Withdrawals from Accelerated Degree-Completion Programs

A written request for withdrawal should be mailed to the Office of Admissions and Records, 1000 Capitol Drive, Wheeling, IL 60090 (See Refund Policy on page 28). An undergraduate student who withdraws after the third class session of any term will be assigned a "WW" grade, if no other grade has been assigned by the instructor.

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

Grading

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

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

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

Grade Point Average

Quality Points

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Four times as many quality points as the credit hours assigned to the course.</td>
</tr>
<tr>
<td>B</td>
<td>Three times the number of credit hours.</td>
</tr>
<tr>
<td>C</td>
<td>Two times the number of credit hours.</td>
</tr>
<tr>
<td>D</td>
<td>One quality point for each credit hour in the course.</td>
</tr>
<tr>
<td>F, WF, FX</td>
<td>No quality points</td>
</tr>
<tr>
<td>P, N, I, X, WW, WS, WN, IE</td>
<td>Not calculated</td>
</tr>
</tbody>
</table>

Illustration

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Attempted</th>
<th>Quality Points Merited</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>12</td>
</tr>
</tbody>
</table>
Grade Report

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

In-Progress Grade Policy

In-Progress “I” may be assigned at the discretion of the instructor if the student has successfully completed seventy-five percent (75%) or more of the course requirements at a satisfactory level or better. The final decision about what constitutes 75% rests with the instructor. The In-Progress course is completed by the fulfillment of specific written arrangements between the student and the instructor. No student automatically qualifies for an “I” grade; the decision is made by the instructor on an individual basis.

Unless otherwise specified, the student is expected to complete the work for the In-Progress no later than 365 days following the last day of the In-Progress course.

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

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

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

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

1 College of Arts and Sciences: The Council on Academic Standards
College of Management and Business: The Academic Issues Unit
National College of Education: Graduate or Undergraduate Admission and Retention Council

Standards for Academic Review

All Undergraduate Students

An undergraduate student is expected to maintain the cumulative GPA of 2.00 required for graduation. Some programs require a higher GPA. Please refer to the individual program for specific program information. Financial Aid eligibility also requires certain satisfactory progress. Please see page 26.

On-Campus Students

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

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

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

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

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

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

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

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

Accelerated Degree-Completion Students

Because of the unique nature of their programs, Accelerated Degree-Completion Students are monitored under a separate policy.

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

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

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

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

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

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

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

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

**All Graduate Students**

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

**Program Standards**

The information given here is the general policy of the University. In addition to these rules, individual programs have their own specific requirements regarding grade point averages and acceptable grades. In the case of a required course, a student may be asked to repeat a course in which she/he has previously received an unacceptable grade. Please see the Repeat Course Policy, page 19.

**Transcripts**

Official transcripts are available to be sent upon request. All requests must be made in writing to the Office of Admissions and Records on the Wheeling campus or requested online at http://my.nl.edu. The fee per transcript is $8 for regular service (5-7 days) and $10 for rush service (next business day).

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

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

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

**Transferability of Credits**

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

**Graduation Requirements**

**All Baccalaureate Degree Programs**

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

1. The student must have completed a minimum total credit requirement of 180 quarter hours.
2. The student must have a minimum of a 2.0 grade point average. Some programs require a higher grade point average.
3. The student must fulfill the General Education Core Requirements.
4. The student must have satisfied all the requirements and regulations of the individual college and program by the term completion date. Please see the program information related to degree requirements.
5. The student must complete the residential requirement of his college and program. (Minimum 45 quarter hours.)
6. The student must have completed concentration requirements of a minimum of 45 quarter hours. Of these, a minimum of 25 quarter hours must be upper level, of which 15 quarter hours must be taken at National-Louis University.

**Second Baccalaureate Degree Policy**

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

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

**Students Receiving Dual Baccalaureate Degrees**

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

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

**Postbaccalaureate Degrees**

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

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

**Application for Graduation**

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

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

Diplomas will be mailed eight weeks after the degree award date. Students who wish to participate in a commencement ceremony will also pay a cap and gown fee.

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

**General Education Core: Requirements**

**General Education Philosophy**

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

**Integrated Competencies**

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

**Information and Technology Literacy**

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

**Analytical Skills**

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

**Ethics, Values, and Respect for Human Diversity**

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

**Fields of Knowledge**

1. **Communications**
   Students will learn to acquire and exchange information accurately from a variety of sources. Using appropriate methodologies, they will develop the ability to speak, read, write, and listen with understanding and critical discernment.
   **Appropriate coursework or experiences:** Oral and written communications.

2. **Humanities**
   Students will examine the human condition through the study of a variety of fields and disciplines, including language, literature, history, philosophy, religion, and ethics.
   **Appropriate coursework or experiences:** History (U.S. and Western; intellectual history), literature, philosophy, religion, foreign language, linguistics.

3. **Fine Arts**
   Students will be exposed to, experience, participate in, and create artistic expression in a variety of forms and contexts.
   **Appropriate coursework or experiences:** Art, music, theatre.

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

5. **Physical and Life Sciences**
   Students will learn and apply appropriate scientific methods in order to identify, understand, compare, apply, and evaluate natural and physical phenomena.
   **Appropriate coursework or experiences:** chemistry, physics, astronomy, geology, biology, microbiology, genetics, ecology and conservation, zoology.

6. **Social Sciences**
   Students will understand the organization of social institutions and the emergence and structure of society through the application of appropriate concepts, as well as theoretical and methodological frameworks.
   **Appropriate coursework or experiences:** anthropology, economics, geography, cultural and ethnic history, political science, sociology.

7. **Behavioral Science**
   Students will understand concepts and theories that seek to explain human behavior, mental processes and development throughout the life span, and the application of behavioral science principles in a variety of settings.
   **Appropriate coursework or experiences:** psychology and related behavioral science areas.

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

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

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

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

Financial Aid

National-Louis University participates in the federal Title IV financial assistance programs, Illinois and Florida state grant programs and funds institutional need-based grants and merit scholarships. Student eligibility is determined by federal and state regulations. Types of aid include grants, scholarships, loans and student employment. Student loans are available to both undergraduate and graduate students. Federal and state need-based grants are restricted to undergraduate students. Merit scholarships and institutional fellowships are available to qualifying graduate students.

Generally, a student must be enrolled at least half-time (6 quarter hours for undergraduates and 3 semester hours for graduates in standard length terms), degree seeking, meet citizenship requirements, meet academic progress requirements, not be in default of a prior student loan nor owe a repayment on a federal grant and be fully admitted to a qualifying degree or certificate program to be eligible for financial aid. Undergraduate students enrolled in 3 to 5 quarter hours may qualify for partial awards from the Federal Pell Grant and/or the Illinois State Monetary Award. For additional eligibility information, contact the Student Finance Office.

With the exception of merit and private scholarships, financial aid is based on each student's cost of education and a federally determined ability to meet that cost. Applicants for federal student loans and need-based grants must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA can be completed online at www.fafsa.ed.gov or paper forms are available on all NLU campuses. The FAFSA is submitted directly to the U.S. Department of Education (DOE) and DOE forwards the information and results to the colleges and universities listed by the student. NLU's school code is 001733. DOE also forwards FAFSA data to state grant agencies. There is not a separate state application.

Financial aid programs fall into two sets of broad categories: gift aid, both need based and merit, and self-help aid.

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

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

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

   A. Federal College Work-Study Program (FWS): This federal program provides campus-based jobs, on-campus and off-campus community service jobs, and jobs through the America Reads Program for students demonstrating financial need. Jobs are available in many departments. Wages are paid directly to the student and can be used to pay tuition and fees.
   B. Federal Perkins Loans: This federal program provides need-based low interest (currently 5%) educational loans for students attending postsecondary institutions. Interest does not accrue on the loan while the student is enrolled at least half time. The loan funds are credited directly to the student's account each academic term. Repayment begins nine months after the student graduates, leaves school, or drops below half-time status.
   C. Federal Subsidized Stafford Student Loans: This is a low interest loan offered by a lender such as a bank, credit union or savings and loan association. NLU is a lender for graduate students. You must demonstrate need for a subsidized Stafford Loan. The federal government pays or "subsidizes" the interest on a subsidized loan while the student is in school and during periods of grace and deferment. Otherwise eligible students who do not qualify for a subsidized loan may borrow through the unsubsidized program. Repayment on both subsidized and unsubsidized Stafford Loans begins six months after the student graduates, leaves school or drops below half-time status.

III. Gift Aid (Non Need-Based)

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

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

C. Graduate Fellowships: A limited number of Graduate Trustee Fellowships are available to graduate students in the College of Arts and Sciences and the National College of Education. Students have designated work responsibilities within the College and receive partial tuition waivers. For additional information see page 225.

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

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

B. Federal Unsubsidized Stafford Student Loan: This loan is not based on financial need. It is limited to the student’s cost of attendance when combined with all other sources of assistance including need based aid and employer paid tuition. Repayment of interest begins 30 days after the first disbursement and can be capitalized by the lender. Repayment of the principal and unpaid interest follows a six-month grace period after the student drops below half-time enrollment.

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

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

Annual Student Loan Limits

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

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

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

- **Graduate Students**
  - $20,500 of which no more than $8,500 can be subsidized. Loan limits are based on academic years. The total amount borrowed cannot exceed the student’s cost of attendance minus other resources available to meet that cost. The GradPLUS Loan is not counted toward a graduate student’s annual or aggregate loan limits.

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

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

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

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

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

Title IV funds are provided to assist students with their educational expenses related to a specific period of enrollment. Students who apply for aid are agreeing to earn the funds by completing at least 60% of the respective term. If a student fails to complete at least 60% of any term for which funds are received, Title IV funds must be returned on a pro-rated basis.

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

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

Loan Deferments

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

Standards of Satisfactory Academic Progress for Financial Aid Eligibility

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

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

To remain eligible for financial aid, students must adhere to the standards established by National-Louis University. While the University will consider mitigating circumstances, the student must continue to demonstrate satisfactory progress consistent with this policy.

A. MAXIMUM TIME FRAME

A student is ineligible to receive financial aid after s/he has 150% of the credit hours required to complete the degree program. The maximum time frame is one and a half times the degree program length. For example, an undergraduate student enrolled in a 180-hour degree program is allowed 270 hours to complete the program. All registered hours, at the end of the add/drop period, will be counted in the maximum time frame determination. In addition, all transfer credit hours accepted from other institutions will be counted in the maximum time frame.

B. QUANTITATIVE MEASUREMENT (credit hours)

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

C. QUALITATIVE MEASUREMENT (GPA)

An undergraduate student must maintain a minimum grade point average of 2.0 and a graduate student must maintain a minimum GPA of 3.0.

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

WITHDRAWAL, INCOMPLETE, OR REPEAT COURSES

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

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

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

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

APEAL PROCEDURE

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

REINSTATEMENT

To regain eligibility, the student must enroll and utilize resources other than federal, state or institutional funds to pay for the cost. Financial aid will be reinstated once the student has completed 67% of all courses attempted at National-Louis University and has attained the required minimum cumulative grade point average. Students who have been suspended from financial aid for reaching maximum time frame cannot be reinstated.

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

THE STUDENT FINANCIAL AID OMBUDSMAN

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

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

It’s best to think of the Ombudsman as a last resource for help when other approaches have failed. If you have a complaint, first discuss it with the NLU Student Finance Office. If needed, ask to speak with someone higher up, such as a supervisor. In many cases, this action can resolve the problem or help you better understand the reason for the answer you have received.

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

Payment Information

Flexible Financing Options

This overview will provide you with general information regarding payment plans available to help you in reaching your educational goals. Completion of a promissory note is required. The promissory note must accompany all mailed registrations. NLU promissory notes are available on the NLU website and at all campuses.

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

Option #1: Full Payment Tuition Payment Plan

Students enrolled in a field or cluster program can receive a 4% discount on the cost of their program if they pay for the entire program prior to the first class meeting date. Financial aid cannot be used for this option. This option does not apply to FOCUS or on campus programs. This discount is not given for previously discounted classes.

Option #2: Term by Term Tuition Payment Plan

Payment for each term is due on the first day of the term.

Option #3: Deferred Tuition Payment Plan

Payment for each term is made in three equal installments. One-third of the term’s tuition is due on the first day of the term, with the remaining two payments due thirty and sixty days from the first day of the term. There is a $35.00 handling fee to participate in this plan which is assessed with the first payment.
Option #4: Financial Aid

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

Option #5: Direct Billing To Employer

Under this plan, the employer pays the University directly for all or a portion of the tuition fees. Payment from the employer or information verifying eligibility and providing billing information must accompany the registration.

Option #6: Tuition Reimbursement

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

National-Louis University Refund Policy

Withdrawal From A Course

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

Withdrawal From the University

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

In order to obtain a refund, the student must officially withdraw in writing through the Office of Admissions and Records. In states that have a Consumer Right-of-Rescission Law, the University abides by the state law. To receive a full refund, the student must execute the Right-of-Rescission Law within three business days of signing the enrollment agreement and prior to the first class session.

- Withdraw prior to the start of the term: 100% refund
- Withdraw during the first week: 90% refund
- Withdraw during the second week: 80% refund, less $100 fee
- Withdraw during the third week: 70% refund, less $100 fee
- Withdraw during the fourth week: 60% refund, less $100 fee
- Withdraw during the fifth week: 50% refund, less $100 fee
- Withdraw during the sixth week: 40% refund, less $100 fee
- Withdraw during the seventh week or later: no refund

Refunds for withdrawals from non-standard length terms through the 60% point of term will be pro-rated to the nearest 10% based on the calendar point in the term the withdrawal occurs. Students in programs in terms that are longer than 14 weeks in length with all courses in the term scheduled sequentially, will receive a refund for the tuition of a course that was not scheduled to begin until after the date of withdrawal.

Policy for Issuing Cash Refunds to Financial Aid Students

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

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

For students participating in field-based programs offered on a non-traditional calendar, financial aid, excluding loan funds, is disbursed on the later of the first day of class for a term or the date that the award is processed. Lenders forward loan funds beginning with the second week of classes. Note: funds are not received from a lender for at least 10 days from the date that the University's Student Finance Office receives the Loan Authorization Form. Additionally new borrowers must have returned a Master Promissory Note to the lender.
If the application of financial aid or other resources to a student’s account results in a credit balance (excess cash), a refund check is issued to the student. The University’s goal is to process refund checks twice weekly but never later than 14 days after the date that the credit balance occurs.

**Student Rights and Responsibilities**
- Statement on Student Rights and Responsibilities
- Accommodations for Persons with Disabilities
- Access to Higher Education
- Equal Opportunity
- Compliance with Federal Non-Discrimination Regulations
- Financial Obligations
- Immunization (State of Illinois)
- Family Educational Rights and Privacy Act of 1974 (FERPA)

**Resources and Services**
- Academic Computing
- Academic and Life Long Learning
- Center for Academic Development
- Prior Learning Assessment
- Bookstores
- Career Services
- Counseling Services
- Diversity, Equity and Access
- Employment for Students
- Fast Forward Orientation Sessions for Undergraduates
- Financial Aid/Student Accounts
- Health Services
  - Student Health Insurance
- Interactive Video Classrooms
- International Students
- Registrar
  - Information on Diplomas and Commencement
- Room Reservations
- Services for Students with Special Needs
- Student Administrative Services Center
- Student Affairs
- Student Life
- Undergraduate Academic Advising Center
- University Library
- University Student Ombudsman

**Student Information**
- Access to Student Records
- Addresses
- Advocacy
- Class Attendance
- Commencement
- Contracts
- Faculty Information
- Fees
- Financial Assistance
- Identification Cards

**Academic Policies**
- University Catalog
- Policy on Academic Honesty
- Policy on Academic Appeals
  - Student Appeals Flow Chart

**Campus Policies**
- Standards of Conduct and Student Discipline
  - Alcoholic Beverages
  - Cell Phone Usage
  - Children on Campus
  - Classroom Etiquette
  - Damage, Liability, Loss or Theft
  - Disruption
  - Drugs
  - Facilities and Property
  - Fire Safety
  - Firearms and Explosives
  - Forgery
  - Gambling
  - Personal and Physical Safety
  - Requests by Officials of the University
  - Sales and Solicitation
  - Smoking
- Violations of University Policy, Local, State or Federal Laws
- Policy on Student Disciplinary Hearing and Appeals
- Students with Disabilities – Grievance Procedures

**University Policies**
- Policy on Submission of Fraudulent, Incorrect, or Misleading Information Pertaining to Admission
- Policy on Falsification of Records
- Policy on Disruptive Classroom Behavior
- Policy on Hazing
- Policy on Sexual Harassment
- Policy on Acceptable Use of Information Systems
  - Guidelines for Implementation of Policy on Acceptable Use of NLU Information Systems
- Policy on NLU Student Email Account and Communications
- Policy on Research Involving Human Participants
- Policy on Inspection, Search and Seizure
- Policy on Student Right to Know and Campus Security Act
- Policy for Observance of Religious Holidays
- Policy for Students Deployed Under Military Orders
- Policy on Infectious Disease Issues
- Policy on Substance Abuse
- Alcohol and Substance Abuse Policy Summary and Educational Guidelines (Chart)
Student Rights and Responsibilities

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

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

1. Applicants who meet specifically stated requirements will be eligible for admission to the University and for participation in all of its programs without regard for race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, disability, political beliefs, military status, unfavorable military discharge other than dishonorable, and marital status.
2. Students have the freedom to express reasoned exception to the data or views offered in any courses of study for which they are enrolled but are responsible for learning the content of the courses.
3. For purposes of gaining academic credit, students shall be evaluated in terms of stated course competencies and requirements and not on personal or political beliefs.
4. Disclosure of a student’s personal or political beliefs confidentially expressed in connection with course work will not be made public without explicit permission of the student.
5. Students will be informed of all rules, rates, and regulations deriving from contractual arrangements with the University before signing any such contracts.
6. Students on campus or residing in University-owned housing will be secure against any unreasonable invasion of privacy, search or seizure but are responsible for compliance with all University regulations (see Policy on Inspection, Search and Seizure).
7. Students are free to form, join, and participate in campus organizations for educational, religious, social, political, cultural or other purposes.
8. Students are free to use campus facilities for meetings of registered and officially recognized organizations, subject to uniform regulations as to time and manner governing the facilities.
9. Students’ records may be released only in accordance with provisions of the Family Educational Rights and Privacy Act of 1974.
10. Students are free, individually or in association with other individuals, to engage in activities not sponsored by the University, exercising their rights as citizens of the community, state and nation, provided they do not purport to represent the University.

11. As appropriate, students will have their views and welfare considered in the formation of University policy and will be consulted by, or represented on, University councils and committees that affect students as members of the University community.
12. Students are free to assemble, demonstrate, communicate and protest, recognizing that freedom requires order, discipline and responsibility, and further recognizing the right of faculty and other students to pursue their legitimate goals without interference.
13. Students will be exempt from disciplinary action or dismissal from the University except for academic ineptness or lack of reasonable progress, failure to pay University debts, or violation of student or University rules and regulations.
14. Students are free to 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 manner that does not violate the rights, property, and freedoms of others.
16. Editorial freedom in student publications and media shall be given under the following guidelines:
   a. Students shall be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.
   b. All University published and/or financed student publications should explicitly state on the editorial page that, “the opinions expressed are not necessarily those of the University or of the student body.”
   c. Editors shall be protected from arbitrary suspension and removal because of student, administrative or public disapproval, and editorial policy or content. Only for proper and stated causes shall editors be removed by the proper agency responsible for their appointment.
17. Students have the right to establish and maintain duly constituted governments, associations, and organizations to the extent approved by the University. A statement of purpose and/or a constitution shall be submitted for approval to the Office of Student Affairs to become officially recognized by the University.

Accommodations for Persons with Disabilities

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

Access to Higher Education

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

A. The institution will make clear with the Student Guidebook and the National-Louis University Catalog, the characteristics and expectations of students that it considers relevant to its programs.

B. Under no circumstances will an applicant be denied admission because of Race, Religion, Gender, Sexual Orientation, Ethnic Background or Disability.

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

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

Compliance with Federal Non-Discrimination Regulations

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

A. Equal Opportunity: National-Louis University supports the principles of equal opportunity for employment to all qualified persons without regard to Race, Gender, Religion, Color, National Origin or Age.

B. Title IX: National-Louis University does not discriminate on the basis of Gender, in accord with Title IX of the 1972 Education Amendment s, in its Educational programs, Admission Policies, Activities or Employment Policies. This Legislation provides that no person in the United States shall, on the basis of Gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. This includes protection from sexual harassment. Inquiries regarding compliance may be directed to the Department of Diversity, Access and Equality or to the Director of the Offices of Civil Rights, Department of Education, Washington, D.C.

C. 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.

D. On-campus grievance procedures for alleged violations of the non-discrimination regulations are the same as those employed for challenging violations of the Family Education Rights and Privacy Act of 1974.

Financial Obligations

Students voluntarily accept the services of the University with full responsibility for the payment of all tuition, fees and other charges as scheduled in this catalog, listed on the University website and in other 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.

Immunization (State of Illinois)

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

Students born before January 1, 1957, may be required to submit a medical history and information form (provided by University Health Services), or to provide University Health
Services with proof of birth (i.e., birth certificate, driver’s License, or personal identification card issued by the Secretary of State) for exemption. Student born on after January 1, 1957, may be required to submit to Student Health Services proof of immunization to measles, mumps, rubella, tetanus, and diphtheria. For more information, please contact Student Health Services at 312/261-3207.

**Family Educational Rights and Privacy Act of 1974 (FERPA)**

**Basic Policy**

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

Generally, these rights belong to the student. However, the parents of a student who is financially dependent upon the parents (as defined in Section 152 of the Internal Revenue Code of 1954) may have access to the student’s record without first obtaining the student’s consent.

**Release Policy**

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

The University has designated as directory information the following categories:

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

Information designated by National-Louis University as directory information may be individually released without prior consent unless the student (or parent) requests in writing to withhold release. Any such request to withhold release of directory information will apply to all directory information. Students should send such a request to the 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. At the request of the student (or parent), a copy of the information to be released will be provided when he/she consents to the release. (The Privacy Act provides for a number of exceptions to this rule whereby information may be released to accrediting agencies, certain federal and state authorities, for reason of emergencies related to the health and safety of the student, etc., without notifying the student or parent. A list of such exceptions may be obtained upon request. Emergency release of information may be necessary on approval of an appropriate administrative officer. In addition, notification shall not be given if the student [or parent, where appropriate] has directly made the request for the release of information.) Within the University, certain information within a student’s record may be necessary for an individual or an office for whom it was not originally collected. Such information may be made available to University officials, including instructors, having legitimate educational interests.

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

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

**Maintenance of Records**

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

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

This information is kept by various offices and departments:

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

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

1. The 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 formal hearing request must be made in writing to the official representing the University in whose presence the record is being examined.

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

**Formal Hearing**

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

Under such circumstances, the objections shall be heard by a group of three representatives of the University, to be appointed by the President or by a designated substitute—one of the representatives to be directly involved with the information under objection. The hearing shall be conducted by one of the representatives appointed to chair the hearing. The student may bring to the hearing another person who may advise but who may not represent him/her. The chairperson shall present the information being questioned and shall give the student (or parent) requesting the hearing a full and fair opportunity to state the objections being made. The student shall, at this time, present any evidence to substantiate his/her objections. The chair shall then request the individual responsible for the information about which the objection has been made to state the rationale for the existing information and defend its validity. The chair shall then give the members of the hearing committee the opportunity to question both parties. The chair shall then invite concluding statements from each party. The objector shall be notified in writing as soon as possible of the committee’s decision.

**Record of Hearing**

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

**Additional Information Regarding FERPA**

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

Academic Computing

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

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

Academic and Lifelong Learning

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

Center for Academic Development

The Center for Academic Development (CAD) is committed to providing comprehensive academic programs which enable learners of all ages, ethnolinguistic backgrounds and levels of capability to reach their full potential. The CAD professional staff includes learning specialists and peer tutors with knowledge and expertise in current learning theory and instructional methodology. The CAD personnel collaborate with the Department of Adult, Continuing, and Literacy Education faculty to develop and implement university-wide academic programs which complement general education and professional coursework; to present workshops for students/faculty; to design intervention programs for special populations; and to disseminate model retention programs through presentations at national conferences. At the heart of CAD programs are the learning specialists and faculty members working to assure the success of each student. They administer skills assessments and intervene on behalf of students with special learning needs. They also support university faculty who seek guidance in making their teaching more effective.

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

Prior Learning Assessment

Adult students come to higher education with vast personal and professional experiences. These experiences can lead to the acquisition of new knowledge, concepts, and skills, which may be equivalent to college coursework. Colleges and universities often refer to this as “prior learning” since it has occurred before enrollment.

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

Prior Learning Assessment Credit

Credit by Portfolio

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

Credit by Examination

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

Credit by Proficiency

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

For further information and to determine eligibility, please contact the Prior Learning Assessment center. For additional information about Academic and Lifelong Learning, please see page 70.

Bookstores--Textbooks, Apparel & Merchandise

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

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

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

Barnes & Noble
www.whywaitforbooks.com

Serves our Chicago on-campus students only

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

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

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

Career Services

Students are encouraged to utilize the services of the Office of Career Services, which offers career planning on both an individual and group basis. In order to assist students in planning their careers and in designing strategies to carry out successful job searches, the office uses a range of materials and computer resources. The Office of Career Services sponsors workshops, career fairs, and other events and gives special assistance in résumé writing, interview skills, networking, and other job search strategies. The office hosts opportunities to network with employers and alumni through the online Virtual Career Network found on the NLU portal page.

Whether National-Louis University students are interested in advice on their résumé, a complex professional transition, or how to position themselves for an internal promotion, they can receive professional assistance from the Office of Career Services.

The Office of Career Services staff are available in person at Chicago-area campuses, Northern Virginia/Washington D.C. campuses, by telephone, and by email to assist you. Valuable assistance is available to all students and alumni via the Virtual Career Network.

Counseling Services

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

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

Diversity, Access and Equity

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

Employment for Students

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

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

Fast Forward Orientation Sessions for Undergraduates

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

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

Financial Aid/Student Accounts

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

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

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

Health Services

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

Student Health Insurance

All international students on F-1 or J-1 visas are required to show proof of insurance at the beginning of each term. International students are required to submit proof of insurance to the Office of International Students at the Chicago campus at the point of first enrollment.

Interactive Video Classrooms

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

International Students

National-Louis University is authorized under Federal law to enroll nonimmigrant students. National-Louis University is approved for attendance by nonimmigrant students and to issue a Certificate of Eligibility for Nonimmigrant (F-1) students, I-20 A-B and a DS-2019, Certificate of Eligibility for Exchange Visitor (J-1) Status. Residents of foreign countries who desire to study at National-Louis University and require the F-1 visa (I-20 A-B) or J-1 (DS-2019) must satisfy the requirements listed in detail on pages 12-13 (admission requirements for international students) and before their visas can be issued. 312/261-3461

Registrar

The Office of Admissions and Records supports NLU’s educational mission by maintaining all students’ academic records in accordance with the 1974 Family Educational Rights and Privacy Act. In addition, the Office of Admissions and Records administers registration and Veterans’ benefits, produces official academic transcripts, provides enrollment and degree verification services and graduation audits, evaluates transfer credit and publishes the official University Catalog and schedules for each of NLU’s campuses and academic centers. Registration for on-campus classes is conducted before the beginning of each academic term. The dates for registration are published each term in the university on-campus schedule. Students may register in person at any campus or by mail or fax to the Office of Admissions and Records on the Wheeling campus. FAX 847/466-4746

Information on Diplomas and Commencement

Degrees are awarded four times a year, once at the end of each academic term. Transcripts and diplomas reflect a degree awarded only on one of these dates. Degree finalization is the process of verifying all of a student’s degree requirements have been completed, posting the degree to the student’s transcript, and ordering a diploma. This process is only initiated after a student submits a “Diploma and Degree Finalization Request” form.
Students must submit a "Diploma and Degree Finalization Request" and pay the degree finalization fee, regardless of whether they want to participate in a commencement ceremony. Participation in a commencement ceremony requires a separate form. (See commencement information below.) The degree finalization fee is $50 and must accompany the application. Applications without payment will not be processed until students have submitted a Diploma Finalization Form. Students will receive an e-mail via the NLU student e-mail account, which will contain the commencement website registration information (on the website see icon, Commencement Registration) and provide details on how to order a cap and gown (see website commencement links, Traditions USA).

Room Reservations

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

Services for Students with Special Needs

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

Student Administrative Services Center

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

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

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

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

Student Affairs

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

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

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

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

National-Louis University believes that student life, academic work, and professional studies are interrelated parts of the University experience. Students are encouraged to develop their skills and themselves as individuals both through the formal academic programs and through co-curricular opportunities.

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

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

Students have the opportunity to get involved by taking on leadership roles within the Student Senate or student organizations, planning events, participating in volunteer activities, and attending events or performances. There are a variety of ways to get involved and develop personal leadership skills. Student Life is committed to meeting the needs and interests of NLU students.

**Undergraduate Academic Advising Center**

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

**University Library**

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

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

**University Student Ombudsman**

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

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

**Student Information**

**Access to Student Records**

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

**Addresses**

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

**Advocacy**

Students who need information about some aspect of their National-Louis University experience can receive assistance in solving and/or understanding the problem by contacting the University Ombudsman at 312/261-3461; brouzan@nl.edu.

**Class Attendance**

Attendance is important to the accomplishment of university curriculum objectives. Students are expected to be present for all scheduled meeting of courses.

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

Formal commencement exercises are held once each year. Students who have registered their intention to graduate with the Office of Admissions and Records by the date required will receive notification of all details. Commencement Hotline Number: 312/261-3568

**Contracts**

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

**Faculty Information**

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

**Fees**

The most up-to-date listings of fees are available on the University website or from the Student Finance Office (847/947-5350). Fees are also listed in this catalog. Fees are subject to change.

**Financial Assistance**

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

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

**Identification Cards**

All students who are registered for coursework will be issued an identification card called the Global Card. Global Cards will be issued based on current registration data. All Global Cards will be mailed to students following the add/drop period. Students receiving a non-photo card can exchange it for a photo ID card at any Chicago-area campus (a $10 fee is charged for exchanging the card).

Global Cards will be imprinted with a bar-code which meets the requirements for identification at any library which is part of the ILLINET system, allowing the holder to participate in resource use at that library under the general policies of the ILLINET program (applies to students taking classes in Illinois only).

The Global Card contains a magnetic stripe that allows the user to electronically store money to use on copiers (Chicago area campuses only), and the bookstore (Chicago campus only).

The Global Card is valid only during periods of active registration. The card is the official University identification and entitles students to admission to University buildings, use of the libraries, and use of other University facilities and services. Students are required to carry the ID card when present on one of the campuses, or at a class function sponsored by the University. The card is not transferable and is the property of the University and must be surrendered upon request by a University official.

In the event that a Global Card is lost or stolen, the student may obtain a replacement card at any campus administration office (the card will be mailed within 24 hours). There is a fee to replace cards. For more information call ext. 3429 (Chicago), ext. 8011 (Elgin), ext. 2267 (North Shore), ext. 5804 (Wheeling) or ext. 4512 (Lisle).

**Parking**

Parking lots are located at the Elgin, Lisle, North Shore, and Wheeling campuses. For information on parking in public or private lots in Chicago, contact the Chicago Campus Facilities and Operations at 312/261-3205. Parking lots are also available at the following campuses: Milwaukee/Beloit, Wisconsin; Northern Virginia/ Washington, D.C.; and Tampa/Orlando, Florida.

**Telephones**

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

**University Colors**

National-Louis University colors are platinum and blue. Platinum symbolizes the richness of our future as an innovative leader in higher education; furthermore, the highly prized nature of platinum is a reflection of the quality National-Louis University always strives to bring to its students.

Blue is a tribute to our proud heritage and founding purpose, as an outstanding teacher training institution in that blue is the traditional color for the education profession.

**University Mascot**

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

University Catalog

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

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’ course work. 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 to do so are subject to disciplinary action.

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

Procedure for Handling Incidents of Academic Dishonesty

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

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

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

4. The Senior Academic Officer or designee, after determining that the petition falls within the purview of this policy will, within 10 business days of receiving the petition, or such other time as may be mutually agreed among the parties, convene a hearing committee (hereinafter committee) 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
**Student Appeals Flow Chart**

Student Dissatisfied with Academic Decision

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

  - Yes
    - Dept./Deans Approval **
  - No

- **STEP II**
  - Reviewed by Department Head

  - Yes
    - Deans Approval **
  - No

- **STEP III**
  - Reviewed by College Unit

  - Yes
    - Deans Approval **
  - No

- **STEP IV**
  - University Level Review

  - Institutional Hearing Committee

  - Senior Academic Officer

** If warranted
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.

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

The Hearing Committee shall be comprised of a hearing officer appointed by the Senior Academic Officer and two faculty members appointed by the Chair of the Faculty Senate. None of the above individuals may sit on the Committee if he/she is a party in the dispute.

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

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

Time Lines

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

Note: All days are business days, not calendar days.

Definitions and Guidelines

Plagiarism

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

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

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

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

“Further down the road and far more frightening is President Reagan’s Star Wars program . . . which will cost hundreds of billions 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
Receiving and/or Giving Improper Assistance and Other Forms of Cheating

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

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

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

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

Policy on Academic Appeals

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

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

Introduction

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

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

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

**Policy Definitions and Concepts**

**Reasonable and Customary Academic Judgment**

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

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

**Academic Policies and Procedures**

The University Catalog is the primary source of published academic and admissions standards. Additionally, institutional and college generated student guides and handbooks, program/course guides (which students have access to) and faculty generated course syllabi are also sources of documented academic standards. Verifiable, in-class verbal instructions relative to grading criteria/assignments may be considered in an appeals process; however, faculty are cautioned that primary consideration will be given to documented instructions and that decisions influenced by other than published criteria are subject to review in accordance with this policy.

A policy or procedure may not be appealed; only appeals based on academic decisions under a policy and procedure may be heard. This does not prevent students from petitioning for reform of academic policies and procedures outside of the academic appeals process. In such cases, the student should be directed to the individual or academic unit responsible for developing the decision in question.

**An Academic Unit**

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

**Academic Administrators**

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

**Academic Decisions**

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

**Discriminatory Practices**

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

**Procedure**

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

Students must initiate the appeal process within 30 business days following formal (documented) notification of the decision by contacting the individual responsible for the decision (e.g., the instructor who assigned a grade or the administrator who informed the 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:

1. National College of Education - The Graduate and Undergraduate Admission and Retention Councils
2. College of Arts and Science - The Council on Academic Standards
3. College of Management and Business - The Academic Issues Governance Unit

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

Each college governance unit may develop a specific process (procedure) for implementing its decision making process.

Because of the variation in programs and administrative
structures, individual academic units may extend this stage of the review process by up to 30 business days.

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

Step IV. University Level Review

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

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

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

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

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

1. Forward a copy of the petition to the individual whose decision is being appealed.
2. Appoint a hearing officer to conduct a formal hearing. The hearing officer shall be a full-time employee of the institution with appropriate experience in the type of decision under review, but not directly involved in the specific decision.
3. Request that the chair of the faculty senate (or in his/her absence the chair-elect) appoint two faculty members who were not directly involved in the original decision to serve with the hearing officer as members of the hearing committee.
4. The hearing committee procedures are as follows:
   a) Within 10 business days following appointment, the hearing officer shall schedule a hearing and notify the involved parties of the procedures to be followed.
   b) The hearing officer shall make a good faith effort to schedule the hearing at a time and place that is mutually agreeable to all persons involved.
   c) The members of the hearing committee shall determine the number of meetings, as it deems necessary.
   d) Any and all written materials which a party wishes to submit to the hearing committee shall be submitted at least three (3) business days prior to the first hearing date. Any additional materials will be accepted at the discretion of the hearing committee. Within three (3) business days prior to the first hearing date, each party shall also provide the hearing committee with a list of anticipated witnesses.
   e) Each party may be accompanied a hearing by an advocate of his/her choice. Within three (3) business days prior to the hearing, each party shall provide the hearing committee with the name and relationship of any such advocate.
   f) No verbatim transcript or tape recording will be made of the hearing or the hearing committee’s deliberations.
   g) The hearing committee may deliberate closed session at any time in its discretion.
   h) Should the hearing committee independently gather any documents, witness statements or depositions, the parties shall be informed that the committee has done so, and the parties shall be allowed to review and comment on the same before the hearing committee concludes its deliberations.
   i) The parties shall respond to any request of the hearing committee within three (3) business days. The hearing committee may extend the response period upon the request of a party for good cause shown.
   j) The hearing officer shall preside over the hearing. No formal rules of evidence or parliamentary rules shall apply. All persons
concerned shall strive to conduct themselves in a spirit of collegiality.

k) After the evidence has been presented, the hearing committee shall deliberate in private and determine by majority vote if the original decision should be sustained or overturned, and if overturned or mitigated, what remedy should be recommended.

l) The hearing committee shall make a good faith effort to provide a final written report within 30 business days of the first hearing date. The recommendation of the hearing committee shall be forwarded to the Senior Academic Officer for review/implementation.

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

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

Campus Policies

Standards of Conduct and Student Discipline

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

Alcoholic Beverages

In accordance with Illinois law, alcoholic beverages may not be sold 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, inquire, or dissent but requires that these freedoms be exercised in an orderly and responsible manner. The University, therefore, prohibits any student or group of students from interfering with the personal rights of another individual, the holding of classes, the carrying out of University business, or the progress of any authorized event on campus. (See Policy on Disruptive Classroom Behavior.)

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

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

Facilities and Property

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

Fire Safety

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

Fire safety equipment may be used only in the event of an emergency or by authorized personnel in training for emergency. False activation of a fire alarm is a crime, which is vigorously prosecuted as a felony. Law enforcement considers these offenses to be serious as they represent the potential for serious injury during an evacuation and diversion of critical fire department personnel. The University does not tolerate or excuse accidental discharge of the fire alarm stations on its properties. National-Louis University will prosecute, to the fullest extent allowed by law, anyone found making or causing a false activation of the fire alarms. Further, it will take disciplinary actions against such individuals, up to and including, dismissal from the university. Punishment for conviction of false fire alarm activation includes significant monetary fines and felony imprisonment with terms as long as 3 years.

Forgery

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

Gambling

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

Personal and Physical Safety

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

Requests by Officials of the University

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

Students must respond promptly to summons from faculty members, administrative officers, and officers of disciplinary committees. Students must surrender ID cards at the official request of a faculty member or administrator of the University. It is considered a violation of the Standards of Conduct for a student to provide false or misleading information to a University official.

Sales and Soliciting

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

Smoking

National-Louis University is committed to maintain a smoke-free environment. Therefore smoking is prohibited at all National-Louis University indoor locations.
Violations of University Policy, Local, State, or Federal Laws

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

Policy on Student Disciplinary Hearing and Appeals

The formal responsibility for student discipline has been delegated to the Executive Director of Student Affairs. This includes:

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

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

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

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

Structure and Jurisdiction

When a violation is alleged to have occurred, an Incident Report form may be filed by a student, faculty, or staff member of the University community. This report should be submitted to the Executive Director of Student Affairs, National-Louis University 122 S. Michigan Avenue, Chicago, IL 60603. 312/261-3568; FAX 312/261-3303. The administrator will determine if a hearing will follow and will initiate the procedure after a complete investigation. A copy of the Incident Report and correspondence regarding the judicial process will be made available to the student accused of the violation.

The student will be sent written notice by registered, certified mail and/or hand-delivery specifically citing the alleged offense(s). At the time of receiving such notice, the student will also be informed of his/her rights and of the judicial process before which he/she will appear. The student will be advised in writing of the breach of regulations of which the student is charged and the procedures to be followed. This notice will be sent as soon as possible after receipt of the completed report(s).

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

I. Administrative Action

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

A sanction may be imposed by the Executive Director of Student Affairs or his/her designee.

II. Administrative Hearing Committee

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

The judicial board for each case will consist of one student, one faculty member, and one student affairs professional, who will serve as the board administrator for the hearing.

Due Process

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

1. The student shall receive a written notice of all charges, the names of available witnesses, any evidence brought forward, and the time and place of the hearing at least five days prior to the date of the hearing. These will be collected and sent to the student by the Executive Director of Student Affairs or his/her designee.

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

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

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

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

6. The accused student may challenge the participation of any member of the judicial board for good and substantial reasons, but the member’s continuation is at the discretion of the Judicial Administrator conducting the hearing.

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

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

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

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

Format of Hearing

1. The Judicial Administrator shall schedule a time and place for the hearing and inform the student in writing at least three business days prior to the hearing. All evidence and names of witnesses will be provided to the student in writing at that time. If the student wishes to invite witnesses or provide written evidence, this information must be provided in writing to the Judicial Administrator at least 48 hours prior to the hearing.

2. The written notice of the hearing will include the names of the hearing panel members. The student may challenge the inclusion of any members of the hearing panel for cause. The Judicial Administrator will rule on all such challenges and his/her decision will be final.

3. Any person filing a charge must be willing to participate in disciplinary proceedings. Failure to do so may result in the charge(s) being dropped.

4. All hearings shall be conducted according to the following format and may be tape-recorded.
   a) The charges stated and the case presented by the Judicial Administrator.
   b) A statement made by the person who filed the charges.
   c) A statement made by the charged student, if appropriate.
   d) Statements made by witnesses, if appropriate.
   e) Questions are asked by members of the hearing committee or the judicial board. If the charged student has questions during the proceeding the questions will be submitted in writing to the judicial administrator. The judicial administrator will read questions submitted by the accused student.
   f) Any final statements made by the charged student.
   g) Closing statements made by the Judicial Administrator.

5. All decisions shall be reached only on the basis of evidence and statements presented at the hearing. Decisions of the committee will be by simple majority. Following a determination of responsibility, past
offenses or other relevant information may be considered for purposes of determining severity of disciplinary sanctions.

6. The student may have an advocate of his/her choosing present at all hearings. The advocate will not be permitted to participate directly in the hearing and will be available only to respond to questions the student may have during the course of the hearing. Decisions regarding the extent of advocate /student consultation will be determined by the Judicial Administrator.

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

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

Disciplinary Sanction

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

1. Reprimand: an official rebuke that makes the misconduct a matter of record.
2. Warning. Verbal or written notice that the behavior has been inappropriate. May be considered part of disciplinary record in future disciplinary action.
3. Restriction: limitation of a student’s privileges or freedom.
4. Probation: a period during which continued enrollment is conditioned upon continued cooperation. Suspension may occur should another violation take place.
5. Suspension: a temporary or permanent dismissal from the University.
6. Other: at the discretion of the hearing body, or a senior administrator of the University.

Right of Appeal

In situations where the student feels that a decision has been unfair or a sanction unduly harsh, an appeal may be made by submitting a written request within 10 business days of the notification of the decision. This appeal is made to the Senior Academic Officer, or his/her designee, Office of the Provost, 122 S. Michigan Avenue, Chicago, IL 60603, who will review the request and decide whether or not a further hearing will occur. The Senior Academic Officer makes a decision during the review whether to uphold the decision or to further hear the case.

Administrative Order

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

Records of Disciplinary Matters

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

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

Students with Disabilities--Grievance Procedures

Informal Complaint Procedure

If a student is comfortable, s/he should speak first about the concerns with his or her faculty member, program director or college dean. In these discussions, a satisfactory resolution may be readily found.

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

Formal Grievance Procedure

A student or applicant who decides to file a formal complaint should contact the Department of Diversity, Access and Equity, 847/947-5491. 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 s/he has been harassed or discriminated against because of a disability can file a Charge of Discrimination at their regional U.S. Department of Education Office for Civil Rights. For example, the Illinois and Wisconsin Regional office is at 111 N. Canal Street, Chicago, Illinois, 60606.

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

---

**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.

**Policy on Falsification of Records**

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

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

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

**Policy on Disruptive Classroom Behavior**

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

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

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

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

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

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

### Policy on Hazing

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

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

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

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

Any allegations of hazing are to be made to the Office of Student Affairs. The provisions of the Student Hearing and Appeal System apply.

### Policy on Sexual Harassment

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, or the Director of Diversity and Employment*, 847/947-5491; Fax: (847) 947-5610. The individual may initiate the action through the process with mediation or with formal review. The complainant who chooses
mediation does not relinquish the option of formal review.

Option I. Mediation

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

Strict confidentiality will be maintained.

Option II. Formal Review

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

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

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

Additionally, a student or applicant who believes that she/he has been sexually harasses 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.

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

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, 1966) provides for protection against unwarranted disclosure of private information contained in “official” university records. FERPA guarantees all postsecondary students the right to consent to disclosures of personally identifiable information contained in student education records, except to the extent that FERPA authorizes disclosure without consent. See http://www.edlaw.net

Computer users must respect the privacy of others by refraining from inspecting, broadcasting, or modifying data files without the consent of the individual or individuals involved. Administrative users may inspect or repair data files (including e-mail stored on NLU mail systems) as required as part of their employment, and then only to the extent necessary to maintain the integrity and operations of NLU systems.

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

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

4. Malicious and Destructive Uses of NLU Information Systems

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

- Use of computer programs to decode passwords or access control information.
- Attempts to circumvent or subvert system or network security measures.
- Engaging in any activity that might be purposefully harmful to systems or to any information stored thereon, such as creating or propagating viruses, disrupting services, or damaging files or making unauthorized modifications to university data.
- Wasting computing resources or network resources, for example, by intentionally placing a program in an endless loop, printing excessive amounts of paper, or by sending chain-letters or unsolicited mass mailings.
- Using mail or messaging services to harass, libel,
intimidate, or distribute misinformation, for example, by broadcasting unsolicited messages, by repeatedly sending unwanted mail, or by using someone else’s name or user ID.

- Users must not access or attempt to access data on any system they are not authorized to use. Users must not make or attempt to make any deliberate, unauthorized changes to data on an NLU system. Users must not intercept or attempt to intercept data communications not intended for that user’s access, for example, by “promiscuous” bus monitoring or wiretapping.

5. Enforcement

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

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

6. Due Process

NLU Information System users have the right to due process (consistent with respective policies governing the categories of users) in cases of discipline resulting from violations of the guidelines outlined in this document.

When a systems administrator believes it necessary to preserve the integrity of facilities, user services, or data, he or she may suspend any account, whether or not the account owner (the user) is suspected of 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.

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

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

Bibliography


http://www.gwu.edu/~circ/docs/cofc.html.


Yale University. 1998. Information Technology Services: Appropriate Use Policy.

Note

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

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

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


Policy on NLU Student Email Account and Communications

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

Note that the NLU student email account is the primary means of communication for academic purposes. NLU users should consider the NLU student email account to be the student’s primary means of communication for academic purposes. NLU users should consider the NLU student email account to be the student’s primary means of communication for academic purposes. NLU users should consider the NLU student email account to be the student’s primary means of communication for academic purposes. NLU users should consider the NLU student email account to be the student’s primary means of communication for academic purposes. NLU users should consider the NLU student email account to be the student’s primary means of communication for academic purposes.

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, available online at http://oit.nl.edu/documents/Acceptable_Use_Policy.pdf.

For assistance with Student email, contact the Helpdesk at 866/813-1177 or visit the NLU web site at www.nl.edu.

Policy on Research Involving Human Participants

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

Policy on Inspection, Search, and Seizure

National-Louis University reserves the right to routine inspection of student property while they are on campus or in residence hall facilities for the purpose of maintaining compliance with regulations and standards described in the University Catalog and the Student Guidebook. In general, personal property while it is on campus, in student rooms, in locked drawers and in lockers, is considered the student’s private domain; however, when there is reasonable cause to believe that the student is violating local, state, or federal regulations or laws, these areas may also be subject to the right of inspection.

Procedures

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

Disciplinary Action

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

Policy on Student Right to Know and Campus Security Act

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

Overview

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

Results

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

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

**Safety and Security**

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

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

**Incident Reporting**

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

**Policy for Observance of Religious Holidays**

**Policy**

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

**Procedure**

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

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

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

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

**Policy for Students Deployed Under Military Orders**

**Policy Regarding Tuition and “I” In-Progress Grades for Students Deployed Under Military Orders**

1. Tuition for all in-class (residence) courses will be locked in at the rate students were receiving at the time of their deployment for a period of 3 years after their date of withdrawal.

2. Students who have “I” in-progress grades at the time of their deployment will have in-progress grades converted to “IE” which are in-progress extended grades. These “IE” grades denote “I” grades extended beyond the time normally allowed for completion. Grades of “IE” will not lapse to a failing grade. Current policy mandates that grades of “I” which are not removed at the conclusion of one calendar year beyond the day of the assigned “I” will automatically be lapsed into a “U” for undergraduate students and “N” for graduate students.
**Procedures for Processing Withdrawal Requests for Students Deployed Under Military Orders**

1. Students will be required to submit a letter to the Office of 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 Financial Services for coursework not completed.
4. Students who have received financial aid for the term in which they are withdrawing will be eligible for aid in accordance with federal regulations at the time of their withdrawal. Financial aid received after the withdrawal date will be applied or refunded in accordance with federal law. Students will not be eligible for aid that has not been certified.
5. Prior to deployment students are encouraged to meet with an academic advisor, and staff from the Registrar and Financial Services Offices to discuss their academic and financial standing.

**Process for Reinstatement of Students Deployed Under Military**

1. Prior to reinstatement students will be required to meet with an academic advisor and staff from the Registrar and Financial Services Offices.
2. If degree programs change prior to the date students are reinstated, additional coursework may be necessary to meet the new requirements of the degree program. If students were in programs that may no longer be offered by the university, degree-completion options and guidance on a case-by-case basis will be provided. Academic advisors will discuss any changes and options during the reinstatement process.
3. Students who have “I” in-progress grades converted to “IE” which are in-progress extended grades will be required to complete all work and receive a grade prior to being reinstated into the program.
4. Outstanding tuition must be paid in full before students can be reinstated into their program.

**Policy on Substance Abuse**

Drug-Free Schools and Communities Act of 1989

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

National-Louis University is committed to maintaining a drug-free environment for students and employees. Policies pertaining to alcohol and substance abuse are found in the Student Information and Regulations section. Disciplinary sanctions that National-Louis University may impose for violations of University policies are found under the Student Hearing and Appeal System section of this Student Guidebook.

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

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

National-Louis University forbids the unlawful use, possession, distribution, or sale of drugs or alcohol by a student or employee anywhere on University property. Students/employees in violation of state, federal, or other local regulations with respect to illegal drugs or alcohol may be subject to both criminal prosecution and University disciplinary action. Policies in regard to student alcohol and substance abuse are in this catalog and discipline procedures are in accordance with the Student Hearing and Appeal System. Faculty and staff are subject to the policies of the Human Resource Department.

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

### Effects of Occasional and Extended Use

- impaired motor abilities
  - reduced judgments
  - sleepiness
  - increased sexual desire, but reduced ability to perform
  - nausea, vomiting
  - liver disorders
  - alcoholic hepatitis
  - alcoholic cirrhosis
  - cancer of the tongue, mouth, throat, liver, esophagus, breast
  - fetal alcohol syndrome (most common symptom is mental retardation)

- diminished short-term memory, motivation and cognition, coordination, concentration, oral communication, and reaction time

- increased likelihood of risk taking
  - seizures
  - sleeplessness
  - paranoia
  - irregular heartbeat
  - can cause sudden death by stroke or heart failure even in young users

- anxiety and panic reactions
  - carcinogenic elements in smoke
  - damaged lungs and respiratory system

- dangerous effects when mixed with alcohol
  - calmness and relaxed muscles
  - slurred speech
  - staggering gait
  - loss of motor coordination
  - altered perceptions
  - respiratory depression, which can result in coma or death
  - disruption of normal sleep cycle
  - during pregnancy: birth defects, brain tumors in children
  - tolerance develops severe physical and emotional problems in babies

- increased heart and respiratory rates
  - elevated blood
  - decreased appetites
  - headaches
  - blurred vision
  - dizziness
  - sleeplessness
  - anxiety
  - agitation
  - amphetamine psychosis (violent behavior, hallucinations, delusions, paranoia)
  - drug tolerance and dependency
  - mood swings
  - ulcers
  - mental confusion

- feelings of euphoria followed by drowsiness
  - nausea and vomiting
  - respiratory depression
  - central nervous system depression
  - use of unsterile needles promotes: AIDS, Hepatitis B, Endocarditis (infection in heart)

- women dependent on opiates have multiple pregnancy complications: spontaneous abortions, still births, anemia and diabetes

---

### Local Treatment

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

Federal Trafficking Penalties

As of November 18, 1988

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

Federal Trafficking Penalties—Marijuana

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>DESCRIPTION</th>
<th>1st OFFENSE PENALTY</th>
<th>2nd OFFENSE PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000 kg or more or 1,000 or more plants</td>
<td>Marijuana mixture containing detectable quantity*</td>
<td>Not less than 10 years. Not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than $4 million individual, $10 million other than individual.</td>
<td>Not less than 20 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than $8 million individual, $20 million other than individual.</td>
</tr>
<tr>
<td>100-1,000 kg or 100-999 plants</td>
<td>Marijuana mixture containing detectable quantity*</td>
<td>Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years. Fine not more than $2 million individual, $5 million other than individual.</td>
<td>Not less than 10 years, not more than life. If death or serious injury, not less than 10 years, not more than life. Fine not more than $4 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>50-100 kg 10-100 kg 1-100 kg 50-99 plants</td>
<td>Marijuana Hashish Hashish Oil Marijuana</td>
<td>Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than $1 million individual, $5 million other than individual.</td>
<td>Not more than 30 years. If death or serious injury, not less than 10 years, not more than life. Fine not more than $4 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>Less than 50 kg less than 10 kg less than 1 kg</td>
<td>Marijuana Hashish Hashish Oil</td>
<td>Not more than 5 years. Fine not more than $250,000 individual, $1 million other than individual.</td>
<td>Not more than 10 years. Fine $500,000 individual, $2 million other than individual.</td>
</tr>
</tbody>
</table>

* Includes hashish and hashish oil. (Marijuana is a Schedule I Controlled Substance.)
## Academic Programs Overview: Undergraduate

### Chicago Metropolitan Area

<table>
<thead>
<tr>
<th>College of Arts and Sciences</th>
<th>College of Management and Business</th>
<th>National College of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago</td>
<td></td>
<td>Early Childhood Education+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Type 04 certification)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Early Childhood Practice+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(No certification)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elementary Education+</td>
</tr>
<tr>
<td></td>
<td>Applied Behavioral Sciences*+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adult, Continuing, and Literacy+++</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applied Language+++</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biology+**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English and Philosophy+++</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fine Arts+++</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Services+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Services/Practicum+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Services/Psychology+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Studies+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics/Quantitative Studies+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Natural Sciences+++</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Political Science+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Science+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business Administration*+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accounting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marketing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer Information Systems+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Care Leadership*++</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management*++</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management Information Systems*++</td>
<td></td>
</tr>
</tbody>
</table>

* Offered in field-experience program model at locations throughout metropolitan area.

** Some required specialty courses may not be offered on each campus every academic year. Consult the University Course Schedule for current information.

+ Bachelor of Arts (B.A.) Degree Program

++ Bachelor of Science (B.S.) Degree Program

+++ Department which offers programs and coursework

H Offered as B.A.-M.A.T. Secondary Education Dual Degree Program
<table>
<thead>
<tr>
<th>College of Arts and Sciences</th>
<th>College of Management and Business</th>
<th>National College of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Shore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Behavioral Sciences*+</td>
<td>Health Care Leadership*++</td>
<td>Early Childhood Education+</td>
</tr>
<tr>
<td>Applied Language+++</td>
<td>Management*++</td>
<td>(Type 04 certification)</td>
</tr>
<tr>
<td>Biology+★</td>
<td>Management Information Systems*++</td>
<td>Early Childhood Practice+</td>
</tr>
<tr>
<td>English+★</td>
<td></td>
<td>(No certification)</td>
</tr>
<tr>
<td>English and Philosophy+++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts+++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Studies+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics/Quantitative Studies+★</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Sciences+++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science+★</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### Campuses in Other Locations

<table>
<thead>
<tr>
<th>College of Arts and Sciences</th>
<th>College of Management and Business</th>
<th>National College of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida Regional Campus: Tampa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Behavioral Sciences***+</td>
<td>Health Care Leadership***++</td>
<td></td>
</tr>
</tbody>
</table>

| Northern, VA/                                 |                                                           |                               |
| Washington, D.C.                              |                                                           |                               |
| Business Administration*+                    | Management*++                                              |                               |
| Management Information Systems*++            |                                                            |                               |

| WSB-NLU                                     |                                                           |                               |
| Nowy Sacz, Poland                            | Political Science+                                         | Business Administration+      |
|                                             |                                                            | Computer Information Systems+ |

| Online                                      |                                                           |                               |
| Health Care Leadership++                    | Management*++                                              | Management Information Systems++ |
| Management*++                                |                                                            |                               |

* Offered in field-experience program model at locations throughout metropolitan area.
** Some required specialty courses may not be offered on each campus every academic year. Consult the University Course Schedule for current information.
*** Offered in field-experience program model at locations throughout the State of Florida.
+ Bachelor of Arts (B.A.) Degree Program
++ Bachelor of Science (B.S.) Degree Program
+++ Department which offers programs and coursework.
H Offered as B.A.-M.A.T. Secondary Education Dual Degree Program
# Academic Programs Overview: Graduate

## College of Arts and Sciences

<table>
<thead>
<tr>
<th>Programs</th>
<th>M.A.</th>
<th>M.S.</th>
<th>M.Ed.</th>
<th>Ed.D.</th>
<th>Professional Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult and Continuing Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult, Continuing, and Literacy Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Education Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Education Facilitating Adult Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and Learning in Community Colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community College Leadership**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate in Corporate Written Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Type 73</td>
</tr>
<tr>
<td>Community Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Counseling**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Development††</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult, Continuing, and Literacy Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitating Adult Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## College of Management and Business

<table>
<thead>
<tr>
<th>Programs</th>
<th>M.S.</th>
<th>M.B.A.</th>
<th>M.H.A.</th>
<th>Graduate Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration*+</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Services Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resource Management and Development*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

** Offered jointly with National College of Education

†† Offered in Chicago metropolitan area and Florida

+ Offered at WSB-NLU, Nowy Sacz, Poland
## ACADEMIC PROGRAMS

### National College of Education

<table>
<thead>
<tr>
<th>Programs</th>
<th>Degrees</th>
<th>M.A.T.</th>
<th>M.Ed.</th>
<th>M.S. Ed.</th>
<th>C.A.S.</th>
<th>Ed.S.</th>
<th>Ed.D.</th>
<th>Illinois State Certification by Entitlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community College Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/Bilingual Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personalized Option</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Nurse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching for Conceptual Integration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Type 73</td>
</tr>
<tr>
<td>Curriculum and Social Inquiry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disability and Equity in Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Type 04</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration and Supervision ****††</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Type 75</td>
</tr>
<tr>
<td>Superintendent Endorsement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Type 73</td>
</tr>
<tr>
<td>Human Learning and Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Counseling***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Type 73</td>
</tr>
<tr>
<td>Elementary Education+</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Type 03</td>
</tr>
<tr>
<td>Interdisciplinary Studies in Curriculum and Instruction **</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership in Curriculum and Teaching ***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle Level Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading and Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Type 10†</td>
</tr>
<tr>
<td>Language and Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary Education++</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Type 09</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LBS1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Type 10†</td>
</tr>
<tr>
<td>General</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology in Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Type 10</td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies in Curriculum and Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Offered in field-based model in the Chicago metropolitan area
** Offered in field-based model at the following locations: Chicago metropolitan area; Milwaukee/Beloit, Wisconsin; and Florida Regional Campus
*** Offered in field-based model at the following locations: Chicago metropolitan area; Milwaukee/Beloit, Wisconsin; and Florida Regional Campus
**** Offered in the Chicago metropolitan area and in cluster groups at Milwaukee/Beloit, Wisconsin
† Supervisory Endorsement Available
†† Offered in Florida as Administration and Supervision/Educational Leadership
††† Offered as a B.A. – M.A.T. Secondary Education Dual Degree Program
+ Offered in the Chicago metropolitan area and Milwaukee/Beloit, Wisconsin
++ Offered in the Chicago metropolitan area and Milwaukee/Beloit, Wisconsin
+++ Offered jointly with College of Arts and Sciences
College of Arts and Sciences

College of Arts and Sciences Conceptual Framework

The College of Arts and Sciences provides access and opportunity to both traditional and nontraditional learners. Many of our students are adults who enter or return to the postsecondary system with a wealth of experience and practical knowledge. We also embrace non-native speakers seeking to develop and strengthen their communication skills as well as traditional students who are beginning a process of lifelong learning or preparing for professional practice. CAS welcomes this multinational, intergenerational range of learners into a learning community where academic support and development enable all students to identify their needs, strengthen their skills and apply their experiences to entering or advancing in service professions.

The curriculum and pedagogy that permeate the College are grounded in the principles of adult education and life-long learning. Learners are regularly encouraged to connect the experiences of their work, personal, cultural and relational lives to the theory and information of their chosen fields of study. Our faculty shares the responsibility for learning with students and provides regular opportunities for active engagement in the process through student cohorts and collaborative learning strategies.

This linkage of student experience to course-related theoretical constructs contributes to a unique feature of the College and that is our purposeful application of theory to practice or basic knowledge and research to the learning experiences of our students. Most colleges of arts and sciences dedicate themselves simply to expanding and transmitting fundamental concepts. The application of basic concepts is then left to specialized colleges. The structure of NLU’s College of Arts and Sciences is more complex and is predicated on two basic principles:

- CAS stresses the application of fundamental principles to solving real problems in our society, and
- It strongly believes that the teaching and research of fundamental concepts should be closely connected.

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

The College provides the necessary foundation for professional studies through its general education core fields of knowledge and areas of concentration built around the traditional arts and sciences disciplines. The College of Arts and Sciences provides learning experiences through a variety of delivery models to ensure that all students have the opportunity to integrate these fields of knowledge into their chosen areas of study. Learners are able to demonstrate these competencies through multiple formats including portfolios, examinations and transfer credits in addition to CAS coursework.

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

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

Mission Statement

The mission of the College of Arts and Sciences is to provide a diverse student population with access to higher education and lifelong learning. Its undergraduate and graduate programs offer students an academic foundation in the liberal arts, sciences, and professional studies in a variety of learning environments with individual support. The faculty shares a commitment to promoting personal, scholarly and professional development.

At the core of the College of Arts and Sciences is a commitment to further the values that contribute to its distinctive culture of learning. These values inform decision-making across the college.
Core Values

• The purposeful construction of a relevant learning environment.
  An underlying assumption of the college is that theory and practice are intertwined. The curriculum is designed to ensure that students realize the connectedness of course content to their personal and professional experiences and also that their experiences inform their understanding of course content.

• A foundation in the liberal arts
  All undergraduate students need to have the opportunity to develop solid levels of competency across the three fields of knowledge that form the general education core at NLU: communications/humanities/fine arts, quantitative reasoning/physical and life sciences, and social/behavioral sciences.

• The synergy of academic and professional programs.
  We believe that professional education is built upon a strong foundation in the liberal arts and that professional and academic disciplines inform and enrich each other.

• The provision of a comprehensive support system for all students.
  Students are the heart of our college. They deserve a fully engaged and accessible support system that allows them to reach their full potential both academically and professionally.

• A meaningful process for shared decision-making
  All stakeholders in the college (students, staff, faculty and administrators) collaborate to ensure that a true learning organization exists. These parts must fit together to create a system that is based on mutual support and respect.

• A deep respect for human diversity
  We actively seek and nurture a diverse community of learners that includes students, staff, faculty and administrators. By creating such an environment, we believe that we optimize creative thinking and constructive problem solving.
College of Arts and Sciences

Academic and Lifelong Learning

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

Center for Academic Development

The Center for Academic Development and the Department of Adult, Continuing, and Literacy Education offer comprehensive academic programs which are designed to enable students to achieve their maximum learning potential at the postsecondary level. These units strongly maintain that access must be accompanied by a total support system and an institutional commitment to student success. Through provision of skills assessment, advising, developmental coursework, tutoring, and seminars which integrate learning strategies with specific discipline coursework, the programs promote academic excellence by guiding students to become efficient, independent learners.

The CAD is committed to providing comprehensive academic programs which enable learners of all ages, ethnolinguistic backgrounds and levels of capability to reach their full potential. The CAD professional staff includes learning specialists, and peer tutors with knowledge and expertise in current learning theory and instructional methodology. The CAD personnel collaborate with the Department of Adult, Continuing, and Literacy Education faculty to develop and implement university-wide academic programs which complement general education and professional coursework; to present workshops for students/faculty; to design intervention programs for special populations; and to disseminate model retention programs through presentations at national conferences. At the heart of CAD programs are the learning specialists and faculty members working to assure the success of each student. They administer skills assessment and intervene on behalf of learning students with special learning needs. They also support university faculty who seek guidance in making their teaching more effective.

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

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

Programs Delivered in Cooperation with the Department of Adult, Continuing, and Literacy Education

Learning Assistance Workshops

- Conversation for Speakers of Other Languages
- Math Foundations Workshop
- Review for the Illinois Basic Skills Test
- Grammar review
- Effective Writing and Proofreading
- Critical Reading
- Special-Topics

Academic Services for College Students with Special Needs

The CAD at National-Louis University provides tutoring assistance to documented learning disabled students and those with other special needs (regularly admitted by the University and enrolled in college courses) so that they may pursue and complete a college education. Additional services are provided to students with special needs in collaboration with the Director of Diversity, Access and Equity.

Online Academic Support

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

Supplemental Instruction

Supplemental instruction (SI) aims to increase persistence and raise final grades in targeted high risk required courses. Supplemental Instruction Leaders model appropriate student behaviors and conduct study sessions for all interested students from the course. SI Leaders attend all class sessions, take notes, and facilitate study sessions twice weekly. Leaders are taught study and teaching strategies by the SI Supervisor, an Adult, Continuing, and Literacy Education faculty member.
Prior Learning Assessment

Adult students come to higher education with vast personal and professional experiences. These experiences can lead to the acquisition of new knowledge, concepts, and skills, which may be equivalent to college coursework. Colleges and universities often refer to this as "prior learning" since it has occurred before enrollment.

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

Prior Learning Assessment Credit

Credit by Portfolio

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

Credit by Examination

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

Credit by Proficiency

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

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

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

Interdisciplinary Centers

The Gidwitz Center for Urban Policy and Community Development

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

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

Center for Positive Aging

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

### Course Delivery Formats

#### Traditional

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

#### Online/Blended

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

#### FOCUS

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

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

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

### College of Arts and Sciences Undergraduate Programs

#### Admission Requirements

Requirements to be admitted to the College of Arts and Sciences are the same as the requirements to be admitted to National-Louis University. However, specific programs may have admission requirements for that program.

#### Adult, Continuing, and Literacy Education

The Undergraduate coursework offered by the Department of Adult, Continuing, and Literacy Education integrates theory/research and practice, providing support to empower learners to take responsibility for their learning and to meet their educational goals.

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

<table>
<thead>
<tr>
<th>ACLE Undergraduate Program</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACL105 University Success Seminar</td>
<td>2</td>
</tr>
<tr>
<td>ACL106 Vocabulary Development</td>
<td>2-4</td>
</tr>
<tr>
<td>ACL200 Strategies for Effective Writing</td>
<td>4</td>
</tr>
<tr>
<td>ACL210 Introduction to Academic Discourse</td>
<td>5</td>
</tr>
<tr>
<td>ACL205 Communication Development</td>
<td>5</td>
</tr>
<tr>
<td>ACL300A Strategies for Effective Learning I</td>
<td>2</td>
</tr>
<tr>
<td>ACL300B Strategies for Effective Learning II</td>
<td>2</td>
</tr>
<tr>
<td>ACL301 Perspectives on Prior Learning</td>
<td>2</td>
</tr>
<tr>
<td>ACL490 Independent Study</td>
<td>2-5</td>
</tr>
<tr>
<td>ACL495 Special Topic</td>
<td>2-5</td>
</tr>
</tbody>
</table>

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

How You Will Learn:

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

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

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

Applied Language

The mission of the Department of Applied Language is a natural outgrowth and continuation of National-Louis University’s history of service to urban, immigrant and minority populations - a commitment which began in the last century with the work of founder Elizabeth Harrison.

The courses offered by the Department of Applied Language provide the means by which a diverse community of individuals can achieve personal, professional, and academic goals. Innovative teaching methodologies with emphasis on the communicative approach to language teaching and learning focus on the learner as an individual.

The major in Spanish Language and Culture Studies, the minor in foreign language, and English as a second language coursework are designed to enhance students’ global awareness and knowledge of linguistic diversity and cultural expression.

The Department of Applied Language also assesses the oral and written English language proficiency of NLU graduate and undergraduate applicants whose native languages are other than English.

Foreign Language

Spanish Language and Culture Studies 50 QH

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

Spanish Language and Culture Studies places a strong emphasis on reading and writing skills designed to enhance Spanish heritage speakers’ academic and career opportunities. The major, also open to other advanced-intermediate students of Spanish, is intended to prepare students for graduate study. Students may also apply their knowledge to business, teaching, and other careers. Students of Spanish Language and Culture Studies may choose to combine this major with professional studies through one of four NLU degree-completion programs: Health Care Leadership (see page 184); Applied Behavioral Sciences (see page 93); Bachelor of Science in Management and Bachelor of Science in Management Information Systems (see page 181). The Spanish major also fulfills the requirements for the Liberal Arts Studies Program (B.A.). Applicants must meet the admission requirements for the program to which they are applying with the addition of a Spanish language assessment.

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

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

For students not wishing to pursue the major, but are interested in coursework offered in Spanish Language and Culture Studies, these courses may be taken in the Humanities area of General Education requirements.

Spanish Language and Culture Studies Major Required Courses 50 QH

- APL320 Spanish Grammar & Composition 5
- APL325 Introduction to Spanish Written Texts 5
Minor in Foreign Language

The minor in foreign language is designed for students who plan to work with clients, associates, or students for whom the foreign language is the native language or for students who have an intrinsic interest in the nature and structure of language. To earn the minor, all the coursework must be in the same language, and students must complete at least 50% of the required foreign language coursework at NLU. The specific language(s) offered at any given time are determined by the need and demand as expressed by students and baccalaureate programs. The foreign language minor fulfills the requirements for the foreign language specialization in the English major.

For those students not pursuing the minor, but interested in foreign language coursework, foreign language courses may be taken for credit in the Humanities area of General Education requirements.

Foreign Language Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>APL100</td>
<td>Foreign Language I</td>
<td>5</td>
</tr>
<tr>
<td>APL110</td>
<td>Foreign Language II</td>
<td>5</td>
</tr>
<tr>
<td>APL120</td>
<td>Foreign Language III</td>
<td>5</td>
</tr>
<tr>
<td>APL130</td>
<td>First-Year Intensive Foreign Language I, II, &amp; III</td>
<td>15</td>
</tr>
<tr>
<td>APL220</td>
<td>Intermediate Foreign Language I</td>
<td>5</td>
</tr>
<tr>
<td>APL230</td>
<td>Intermediate Foreign Language II</td>
<td>5</td>
</tr>
<tr>
<td>APL240</td>
<td>Intermediate Foreign Language III</td>
<td>5</td>
</tr>
<tr>
<td>APL250</td>
<td>Second-Year Intensive Foreign Language I, II, &amp; III</td>
<td>15</td>
</tr>
</tbody>
</table>

ESL Workshops

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

Workshops

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>APL486A</td>
<td>Overview of Language</td>
<td>1</td>
</tr>
<tr>
<td>APL486B</td>
<td>ESL Assessment</td>
<td>1</td>
</tr>
<tr>
<td>APL486C</td>
<td>ESL Teaching Methodologies</td>
<td>1</td>
</tr>
</tbody>
</table>

Additional Applied Language Courses

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

APL

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>APL210</td>
<td>Characteristics of Language in Culture</td>
<td>5</td>
</tr>
<tr>
<td>APL245</td>
<td>Spanish Reading and Writing for Heritage Speakers</td>
<td>5</td>
</tr>
<tr>
<td>APL305</td>
<td>Connecting Language, Community and Career Goals</td>
<td>5</td>
</tr>
<tr>
<td>APL335</td>
<td>Spanish Phonetics &amp; Advanced Conversation</td>
<td>5</td>
</tr>
<tr>
<td>APL400</td>
<td>Situational Language Use for Professional Advancement</td>
<td>5</td>
</tr>
<tr>
<td>APL420</td>
<td>Spanish Applied Linguistics &amp; Advanced Grammar</td>
<td>5</td>
</tr>
<tr>
<td>APL430</td>
<td>Spanish Cultures through Film</td>
<td>5</td>
</tr>
<tr>
<td>APL440</td>
<td>20th Century Latin American Revolutions</td>
<td>5</td>
</tr>
<tr>
<td>APL445</td>
<td>The Golden Age of Spanish Literature: 16th &amp; 17th Centuries</td>
<td>5</td>
</tr>
<tr>
<td>APL490</td>
<td>Independent Study</td>
<td>2-5</td>
</tr>
<tr>
<td>APL495</td>
<td>Special Topic</td>
<td>2-5</td>
</tr>
</tbody>
</table>

ESL

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL203</td>
<td>Writing Skills Development</td>
<td>5</td>
</tr>
<tr>
<td>ESL403</td>
<td>ESL Reading and Writing for Graduate Students</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition to the credit courses and programs the Department of Applied Language offers on-campus, it offers a variety of non-credit courses for specific purposes on and off campus, in the community, and the workplace. For example, the department provides Latino parents of Chicago Public School students with beginning and intermediate English through "Empowering Parents through English Language Instruction." The program was developed to increase parents' English language skills, self-esteem, and understanding of the value of education so that they are able to motivate their children as students, stabilize family life and roles, and, ultimately, to assimilate into the community and become enfranchised.
Bachelor of Arts (B.A.) and Master of Arts in Teaching (M.A.T.) Secondary Education Dual Degree Program

At NLU, undergraduate students who wish to become high school teachers are advised to first earn a B.A. degree, with a major in one of the liberal arts and sciences disciplines, and then enter the graduate program in secondary education, which leads to the M.A.T. degree. The B.A.-M.A.T. Program was created to connect the undergraduate and graduate portions, creating one seamless educational experience for future high school teachers. Departments participating in the program include four liberal arts and sciences departments within the College of Arts and Sciences and the Department of Secondary Education in the National College of Education. As undergraduates, students in the B.A.-M.A.T. program must major in one of the following four areas:

- Biology (Natural Sciences Department, CAS)
- English (English Department, CAS)
- Mathematics/Quantitative Studies (Mathematics Department, CAS)
- Social Science (Social Science Department, CAS)

Completion of the B.A. in any of the four majors, under the guidance of a faculty advisor, will fulfill or exceed current Illinois State Board of Education requirements for minimum content credits necessary to teach the corresponding high school courses. B.A.-M.A.T. students will be guided to make sure they take all courses and entrance exams required for admittance to the M.A.T. Program. Students will apply to the M.A.T. program after their junior year. At this time, a space will be saved for each student within an M.A.T. cluster scheduled to begin after the expected date at which the student will graduate with the B.A. After completing the B.A., students will be accepted to the M.A.T. Secondary Education Program (NCE), provided they meet all admission requirements (see the graduate Secondary Education section in this catalog). Graduating seniors must commit to the M.A.T. by June 15th of the year they graduate. If they fail to commit by June 15th or fail to enter the M.A.T. program within one year of receiving the B.A., they will be placed within the pool of outside applicants and will lose preferential treatment.

The program allows some flexibility. Students may enter the B.A.-M.A.T. Program as either freshmen or sophomores, or after graduating from a 2-year college. Once in the M.A.T. program, students may elect to enter the job market after completing the first year (first 19 semester hours) of the M.A.T. and receiving teacher certification. Students who leave at this point have the option to return any time within 6 years of the date of their first M.A.T. Secondary Education course to finish the additional 12 semester hours required for the M.A.T. degree.

Admission to the B.A.-M.A.T. program is open to any undergraduate student who has been accepted to the College of Arts and Sciences. Interested students should declare their intention to participate in the B.A.-M.A.T. program as soon as possible after coming to NLU, but no later than junior year. All students in the B.A.-M.A.T program will also be in registered in one of the four undergraduate majors listed above. For detailed descriptions of required undergraduate courses, see descriptions of majors in Biology (page 90), English (pages 75-76), Mathematics/Quantitative Studies (page 83), or Social Science (pages 95-98). Note that coursework required for pre-secondary education students may differ from coursework required for students majoring in the same disciplines, but preparing for careers other than high school teaching. For a detailed description of the M.A.T. Secondary Education Program curriculum and admission requirements, see pages 252 and 253.

English

The Department of English offers a program of courses leading to the Bachelor of Arts degree with a major in English literature or in English composition. The department also offers a concentration in English for students in the College of Education.

The English literature major acquaints students with the major writers and periods of English and American literature, with a variety of genres and literary traditions, and with language and critical theory. The English composition major supplies a foundation in several varieties of writing, in recent English and American literature, and in language, rhetorical and composition theory.

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

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

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>69 QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature Major</td>
<td>50 QH</td>
</tr>
<tr>
<td>LAE305 Major British Writers I</td>
<td>5</td>
</tr>
<tr>
<td>LAE306 Major British Writers II</td>
<td>5</td>
</tr>
<tr>
<td>LAE406 American Writers II</td>
<td>5</td>
</tr>
<tr>
<td>LAE405 American Writers I Elective OR</td>
<td>5</td>
</tr>
<tr>
<td>LAE407 American Writers III Elective OR</td>
<td></td>
</tr>
</tbody>
</table>
### Undergraduate Programs

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

#### Art

The Art curriculum at National-Louis University features studio art, art history and art appreciation. Students may choose to major (or minor) in art in the Liberal Arts program, or to go into Elementary Education with a concentration in art. The curriculum serves students in all undergraduate degree programs by providing general education as well as upper level courses in the Chicago area and out of state locations through FOCUS.

### Art Major Requirements

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

### Art Minor Requirements

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

After degree-completion and teaching experience, students in the elementary teacher education program may be considered for the art specialist certification by evaluation through the Illinois State Board of Education. Students who want to pursue this option must consult with their art advisor concerning additional art electives, art methods course (CIH481 Theory and Methods of Teaching Art, 3 quarter hours) and preclinical hours requirements.

The following is the recommended program of study for students interested in being considered for the art specialist endorsement through ISBE (Illinois State Board of Education) evaluation.

#### General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA110</td>
<td>Introduction to Art</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Standard Teaching Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA306</td>
<td>Painting</td>
<td>2-5</td>
</tr>
<tr>
<td>LAA495</td>
<td>Special Topic: Graphic Arts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA301</td>
<td>Design</td>
<td>2-5</td>
</tr>
<tr>
<td>LAA302</td>
<td>Drawing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA300</td>
<td>Ceramics</td>
<td>2-5</td>
</tr>
<tr>
<td>LAA305</td>
<td>Modeling and Sculpture</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA303</td>
<td>Fiber Workshop</td>
<td>2-5</td>
</tr>
<tr>
<td>LAA304</td>
<td>Mixed Media</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA310</td>
<td>Mexican Art</td>
<td>2-5</td>
</tr>
<tr>
<td>LAA320</td>
<td>African Art</td>
<td></td>
</tr>
</tbody>
</table>
The Music curriculum at National-Louis University offers courses to encourage active listening and develop practical skills in the performance, critical assessment and appreciation of music. Music courses are designed to provide a foundation for experiencing the arts, underscoring all educational programs and majors. Students seeking the Bachelor of Arts degree in Liberal Arts Studies may choose a minor area of concentration in Music. The Music Minor prepares students to use analytical and problem-solving skills while helping them enjoy and participate in the arts. The Music Minor consists of 30 quarter hours (10 QH of which are upper level courses) as follows:

**Music Minor**

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

**Conventional Concentration**

45 QH

Additional upper level electives beyond the 32 quarter hours of General Education and Standard Teaching Concentration 13

**Music Electives**

LAA321  Sources and Development of American Art
LAA322  Nineteenth and Twentieth Century Art
LAA323  History of Far Eastern Art
LAA495  Art History Special Topics

Electives from any of the above areas and/OR: 5-20
LAA490  Art Independent Study
LAA495  Art/Special Topics

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

Students must consult with and obtain approval from their advisor to ensure that a film course meets the needs of their degree study plan.

**Human Services**

The Counseling and Human Services Department offers undergraduate level career preparation for the field of Human Services. All the Department of Counseling and Human Services undergraduate programs are designed to assist students in developing a broad understanding of the liberal arts while also addressing Human Service issues through both theoretical and skill based coursework, focused on practical applications. The multidisciplinary studies of the baccalaureate program assist students in establishing a core foundation of common helping skills and knowledge while encouraging studies of unique interest to the student.

The Counseling and Human Services Department uses the cohort model as the principal form of program delivery and the Human Services (B.A.) as the primary major; however, all majors can be offered if there is a viable cohort. The organization of the courses and scheduling within a cohort is also variable depending on the needs of the particular cohort.

The philosophical foundation of the field of Human Services is reflective of an eclectic model. This blending of theory with specific skills helps prepare students to respond to the needs of diverse persons or groups with appropriate holistic approaches and work in many types of agency and community service settings and programs.
HUMAN SERVICES (B.A.)

The Human Services curriculum is an academic program designed for individuals who wish to pursue a basic Human Services program without completing the clinical practice requirements. This program is therefore appropriate for individuals who have already completed initial professional certification, already have experience in the Human Services field, or under certain circumstances for those who seek general academic preparation for nonclinical employment or entry into professional study at the graduate level. This major does not provide entry level preparation for Human Services professional practice.

HUMAN SERVICES/PRACTICUM (B.A.)

This option has the same general education and core Human Service requirements as the Human Services option. What it adds is a professional studies sequence, which is a series of four quarters of practicum along with supervision to allow the student to apply what they have learned in a supervised setting.

HUMAN SERVICES/PSYCHOLOGY (B.A.)

This option also has the same general education requirements as the other Human Service option however the core Human Service requirements are slightly modified to accommodate the Psychology classes included in this major. It also has a modified practicum and supervision requirement of two quarters.

The following information is for students who are in cohorts designed for either the Human Services/Practicum program or the Human Services/Psychology program.

Upon completion of the pre-professional requirements (see below), a student may seek admission to the Human Services professional studies sequence.

The Human Services professional studies sequence begins in the junior year of study. It includes course work addressing advanced clinical studies, practicums in clinical affiliates, specialization course work, and electives under advisement. Entrance into the professional studies sequence is dependent upon successful completion of Preprofessional requirements and the recommendation of the Counseling and Human Services faculty. Additional detail is provided in the Counseling and Human Services Department Undergraduate Handbook. Program policies and programmatic revisions contained therein may supersede the general descriptions and explanations set forth in this catalog.

PreProfessional Requirements

A. Human Services Courses

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

B. The student will need to maintain a 3.0 (B) grade point average in the above courses for consideration for acceptance into the Professional Studies Sequence. If a student has a GPA lower than 3.0 (B), he or she may be accepted as a high potential student into the Professional Studies Sequence under exceptional circumstances.

C. A grade of “D” or “F” in any Human Services course requires a repeat of the course. If students receive a second “D” or “F”, he or she may be dropped from the program.

D. If a student who has declared Human Services as his/her major receives more than one “In Progress” during any academic year (for other than health reasons), the student will automatically be placed on high potential status if accepted into the program. The student will be notified in writing when placed on high potential status. A third such “In Progress” will result in dismissal from the program.

E. Students must complete a minimum of 35 credits of the required 55 credits in General Education Requirements.

F. Students must successfully have passed the English Competency Test or its equivalent as defined by the department, before admittance to the professional sequence.

Transfer Student Requirements

In addition to the graduation requirements for all baccalaureate degree programs, students transferring into an undergraduate program sponsored by the Counseling and Human Service Department must include at least one advanced techniques course and one quarter of Human Services practicum taken at National-Louis University. A maximum of five quarter hours of practicum credit from other approved institutions may be applied to practicum requirements; additional credits may be counted as electives. (See the Counseling and Human Services Department Undergraduate Handbook for additional details.) Students in the Human Services/Psychology Program must complete at least 10 quarter hours of upper division work in each department at National-Louis University. To insure coverage of essential professional requirements, all courses selected to meet the minimum upper division and residence requirements must be approved by the student’s academic advisor.
**Human Services Practicum**

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

1. To provide the student with experiences upon which to build his/her professional career.
2. To provide the student with an arena to practice the application of human services theories and techniques in field settings.
3. To provide the student with an opportunity to discover his/her professional strengths and weaknesses.
4. To broaden the student’s concept of Human Services agencies and provide experiences which will expand the student’s understanding of human behavior.
5. To provide the college with a practical setting for evaluating student performance.
6. To establish and enhance communication between agencies and the college.
7. To offer practitioners an opportunity to cooperate and serve the profession through the preparation of new professionals.

The practicum program in all curriculums besides Human Services/Psychology consists of two separate placement experiences. Each placement consists of a minimum of 15 hours a week for 20 weeks or 2 consecutive quarters (minimum of 300 total hours).

Each student must be covered by malpractice insurance during the time s/he is participating in the practicum program.

(See Counseling and Human Services Department Undergraduate Handbook for more details. This handbook can be found on the Counseling and Human Services Web site.)

**Profeesional Responsibility in Human Service Work**

In addition to the usual academic expectations, the faculty of the Department of Counseling and Human Services emphasizes that student success also means demonstrating responsible and ethical behavior towards self and others. Each student pursuing Human Services study is expected to subscribe to the Human Services code of ethics and to abide by the Counseling and Human Services Department’s policy on attitudes and behavior with respect to drug use and confidentiality, as published in the Counseling and Human Services Department Undergraduate Handbook.

**Human Services Student Minimum Performance Criteria**

It is the responsibility of the Counseling and Human Services faculty to assess students regularly in relation to their academic progress and professional development. Students are expected to meet the minimum criteria at all times. Faculty reserves the right to retain only those students who meet the defined minimum criteria for professional courses and programs. In addition to specific course and program criteria, each Human Services student is expected to:

- follow policies and procedures and supervisory directions of the Human Services program and field placement agencies.
- demonstrate honesty in all matters.
- respect the rights of others.
- maintain a physically clean, neat, and appropriate professional appearance.
- refrain from unprofessional attention getting behavior.
- maintain professional relationships with clients and agency staff and refrains from personal social relationships.
- not come to school, class, or practicum under the influence of alcohol or nonprescription drugs.
- demonstrate an ability in class and practicum to separate his/her own personal issues from professional responsibilities.

**Student Rights and Appeals Processes**

It is a student’s obligation to read and become familiar with their rights and obligations as further explained in the General Information section of this catalog as well as policies contained within the Student Guidebook.

**Human Services (B.A.)**

Program-Specific General Education Requirements 60 QH

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

2. **Humanities**
   - LAM110 College Math 5

3. **Fine Arts**
   - Fine Arts Elective 5

4. **Quantitative Reasoning**
   - LAM216 Statistical Methods OR
   - LAM110 College Math 5

5. **Physical and Life Sciences**
   - LAN110 General Biology 5

6. **Social Sciences**
   - Introductory Social Science course 5

7. **Behavioral Science**
   - LAP100 General Psychology OR
   - LAP315 Lifespan Development 5
### Human Services Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quality Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC101</td>
<td>Introduction to Human Services</td>
<td>5</td>
</tr>
<tr>
<td>HSC102</td>
<td>Introduction to Applied Group Process</td>
<td>5</td>
</tr>
<tr>
<td>HSC201</td>
<td>Principles and Dynamics of Interviewing</td>
<td>5</td>
</tr>
<tr>
<td>HSC202</td>
<td>Theory and Techniques of Crisis Intervention</td>
<td>5</td>
</tr>
<tr>
<td>HSC203</td>
<td>Principles of Family Intervention</td>
<td>5</td>
</tr>
<tr>
<td>HSC305A</td>
<td>Special Needs Populations A</td>
<td>3</td>
</tr>
<tr>
<td>HSC305B</td>
<td>Special Needs Populations B</td>
<td>2</td>
</tr>
<tr>
<td>HSC310</td>
<td>Management/Administration of Health and Human Services Organizations</td>
<td>5</td>
</tr>
<tr>
<td>HSC503</td>
<td>Counseling and Human Development in a Multicultural Society</td>
<td>5</td>
</tr>
<tr>
<td>HSM415</td>
<td>Strategies of Community Intervention</td>
<td>5</td>
</tr>
<tr>
<td>HSM406</td>
<td>Human Services and the Law</td>
<td>5</td>
</tr>
<tr>
<td>INT310</td>
<td>Research Methods in the Behavioral Sciences</td>
<td>5</td>
</tr>
</tbody>
</table>

**Human Services electives under advisement**  
**Total Minimum Hours**

### Additional General Education Requirements

- Communications, Humanities, or Fine Arts electives 10 QH
- Math or Science elective 5 QH
- Social or Behavioral Science elective 5 QH

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

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

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

2. **Humanities**  
   - LAH120 Logic and Effective Thinking OR Humanities Elective 5 QH

3. **Fine Arts**  
   - Fine Arts Elective 5 QH

4. **Quantitative Reasoning**

### Additional General Education Requirements

- LAM106 Basic Statistics OR  
- LAM216 Statistical Methods OR  
- LAM110 College Math 5 QH

5. **Physical and Life Sciences**
   - LAN110 General Biology 5 QH

6. **Social Sciences**
   - Introductory Social Science course 5 QH

7. **Behavioral Science**
   - LAP100 General Psychology OR  
   - LAP315 Lifespan Development 5 QH

### Human Services/Practicum Requirements

55 QH

- HSC101 Introduction to Human Services 5 QH
- HSC102 Introduction to Applied Group Process 5 QH
- HSC201 Principles and Dynamics of Interviewing 5 QH
- HSC202 Theory and Techniques of Crisis Intervention 5 QH
- HSC203 Principles of Family Intervention 5 QH
- HSC305A Special Needs Populations A 3 QH
- HSC305B Special Needs Populations B 2 QH
- HSC310 Management/Administration of Health and Human Services Organizations 5 QH
- HSC503 Counseling and Human Development in a Multicultural Society 5 QH
- HSM415 Strategies of Community Intervention 5 QH
- HSM406 Human Services and the Law 5 QH
- INT310 Research Methods in the Behavioral Sciences 5 QH

**Human Services electives under advisement (specialization)** 40 QH

**Total Minimum Hours**

180 QH

### Professional Studies Sequence  
20 QH

- HSM481 HS Practicum I 1-5 QH  
- HSM482 HS Practicum II 1-5 QH  
- HSM483 HS Practicum III 1-5 QH  
- HSM484 HS Practicum IV 1-5 QH  
- HSM385 Practicum Supervision (must register for supervision concurrent with each practicum registration) 1 QH

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

**Other Electives**

**Total Minimum Hours**  
180 QH

English competency must be documented by passing the English competency examination or by passing English Composition I (LAE101) and English Composition II (LAE102) at National-Louis University with a grade of "C" or better.
## Human Services/Psychology (B.A.)

**Program-Specific General Education Requirements**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Communications</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAE101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>LAE102</td>
<td>English Composition II</td>
<td>5</td>
</tr>
<tr>
<td>2. <strong>Humanities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAH120</td>
<td>Logic and Effective Thinking OR Humanities Elective</td>
<td>5</td>
</tr>
<tr>
<td>3. <strong>Fine Arts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts Elective</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Quantitative Reasoning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAM106</td>
<td>Basic Statistics OR</td>
<td>5</td>
</tr>
<tr>
<td>LAM216</td>
<td>Statistical Methods OR</td>
<td>5</td>
</tr>
<tr>
<td>LAM110</td>
<td>College Math</td>
<td>5</td>
</tr>
<tr>
<td>5. <strong>Physical and Life Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAN110</td>
<td>General Biology</td>
<td>5</td>
</tr>
<tr>
<td>6. <strong>Social Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory Social Science course</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7. <strong>Behavioral Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAP100</td>
<td>General Psychology OR</td>
<td>5</td>
</tr>
<tr>
<td>LAP315</td>
<td>Lifespan Development</td>
<td>5</td>
</tr>
</tbody>
</table>

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

**Human Services/Psychology Program Requirements**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC102</td>
<td>Introduction to Applied Group Process</td>
<td>5</td>
</tr>
<tr>
<td>HSC201</td>
<td>Principles and Dynamics of Interviewing</td>
<td>5</td>
</tr>
<tr>
<td>HSC202</td>
<td>Theory and Techniques of Crisis Intervention</td>
<td>5</td>
</tr>
<tr>
<td>HSC203</td>
<td>Principles of Family Intervention</td>
<td>5</td>
</tr>
<tr>
<td>INT310</td>
<td>Research Methods in Behavioral Sciences</td>
<td>5</td>
</tr>
<tr>
<td>HSM481-3</td>
<td>Human Service practicums and Practicum Supervision</td>
<td>10</td>
</tr>
<tr>
<td>Human Service electives under advisement</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Psychology**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP315</td>
<td>Lifespan Development OR One Developmental Psychology course</td>
<td>5</td>
</tr>
<tr>
<td>LAP306</td>
<td>Theories of Personality</td>
<td>5</td>
</tr>
<tr>
<td>LAP307</td>
<td>Abnormal Psychology</td>
<td>5</td>
</tr>
<tr>
<td>LAP420</td>
<td>Social Psychology</td>
<td>5</td>
</tr>
<tr>
<td>LAP425</td>
<td>Mental Health</td>
<td>5</td>
</tr>
<tr>
<td>Psychology electives under advisement</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

**Electives under advisement**  
<table>
<thead>
<tr>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

**Electives**  
<table>
<thead>
<tr>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

**Total Minimum Hours**  
<table>
<thead>
<tr>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>180</td>
</tr>
</tbody>
</table>

English competency must be documented by passing the English competency examination or by passing English Composition I (LAE101) and English Composition II (LAE102) at National-Louis University with a grade of "C" or better.

---

## Liberal Arts Studies

### The Liberal Arts Studies Program (B.A.)

Students choose either two academic areas of concentration (45 quarter hours each) or one major (45 quarter hours) and two minor areas of concentration (30 quarter hours each). No courses with grades of "D" will be counted in the concentration.

**Program-specific General Education Requirements**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAE101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>LAP100</td>
<td>General Psychology OR</td>
<td>5</td>
</tr>
<tr>
<td>LAP315</td>
<td>Lifespan Development</td>
<td>5</td>
</tr>
</tbody>
</table>

**Human Services/Psychology Program Requirements**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC102</td>
<td>Introduction to Applied Group Process</td>
<td>5</td>
</tr>
<tr>
<td>HSC201</td>
<td>Principles and Dynamics of Interviewing</td>
<td>5</td>
</tr>
<tr>
<td>HSC202</td>
<td>Theory and Techniques of Crisis Intervention</td>
<td>5</td>
</tr>
<tr>
<td>HSC203</td>
<td>Principles of Family Intervention</td>
<td>5</td>
</tr>
<tr>
<td>INT310</td>
<td>Research Methods in Behavioral Sciences</td>
<td>5</td>
</tr>
<tr>
<td>HSM481-3</td>
<td>Human Service practicums and Practicum Supervision</td>
<td>10</td>
</tr>
<tr>
<td>Human Service electives under advisement</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Psychology**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP315</td>
<td>Lifespan Development OR One Developmental Psychology course</td>
<td>5</td>
</tr>
<tr>
<td>LAP306</td>
<td>Theories of Personality</td>
<td>5</td>
</tr>
<tr>
<td>LAP307</td>
<td>Abnormal Psychology</td>
<td>5</td>
</tr>
<tr>
<td>LAP420</td>
<td>Social Psychology</td>
<td>5</td>
</tr>
<tr>
<td>LAP425</td>
<td>Mental Health</td>
<td>5</td>
</tr>
<tr>
<td>Psychology electives under advisement</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**  
<table>
<thead>
<tr>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

**Total Minimum Hours**  
<table>
<thead>
<tr>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
</tr>
</tbody>
</table>

The Liberal Arts Studies program requires a minimum of 69 quarter hours or the equivalent in general education coursework for completion of the B.A. degree. The Liberal Arts Studies program accepts the following types of credit as equivalent to general education coursework at NLU: appropriate courses transferred from other accredited institutions, appropriate CLEP and DANTES examination credit, and appropriate credit by proficiency. To determine which equivalent credits are appropriate, contact your advisor or the Prior Learning Assessment Center. This will include demonstration of competence in all core areas below and also include the specific courses or equivalent listed in areas four through ten.

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

2. **Humanities**  
   - LAH120 Logic and Effective Thinking | 5 |
   - Humanities elective | 5 |

3. **Fine Arts**  
   - LAA110 Introduction to Art | 2 |
   - LAU110 Introduction to Music | 2 |

4. **Quantitative Reasoning**  
   - LAM110 College Mathematics | 5 |
   - LAM106 Basic Statistics OR | 5 |
   - LAM130 Mathematics in an Information Age OR | 5 |
5. Physical and Life Sciences
LAN110 General Biology 5
LAN150 Survey of Physical Science 5
Science elective 5

6. Social Sciences
LAS300 Contemporary World Cultures 5
Introductory Social Science course OR 5
U.S. History course

7. Behavioral Science
LAP100 General Psychology 5

Additional General Education Requirements
English, speech, or drama elective 5

Liberal Arts Major Requirements 45-50 QH
Anthropology
Applied Economics
Art
Biology
English
Physical Science
Psychology/Human Development
Mathematics
Multicultural Studies
Psychology
Science
Social Science
Spanish Language and Culture Studies
Theatre Arts
Theatre/Fine Arts

Liberal Arts Minor Requirements 30 QH
Art
Biology
English
Physical Science
Psychology/Human Development
Mathematics
Music
Philosophy/Religion
Psychology
Science
Social Science
Theatre Arts
Theatre/Fine Arts

Total Minimum Hours 180 QH

Upper level hours—total of 25 quarter hours. For double minor, each minor must have a minimum of 10 quarter hours of upper level credit.

Concentration Residence—of the total 25 required upper level hours, 15 quarter hours must be taken at National-Louis University. For the double minor, each minor must have a minimum of 5 quarter hours of the 10 required upper level hours taken at National-Louis University.

General education courses (except LAM110 College Mathematics and LAM106 Basic Statistics) are included in the major and minor concentrations.

Students must demonstrate English competency by passing the English competency examination.

Students in the Liberal Arts Studies Program (B.A.) may choose to combine this professional studies program with a major in Spanish Language and Culture Studies (see pp 73-74).

Mathematics

The Mathematics Department offers courses that provide a firm foundation of mathematical skills for all students regardless of program. Additionally, the Mathematics Department provides a range of options for students interested in more intensive mathematics studies. Options include:

1. Mathematics Concentrations (Standard Teaching Concentration or Traditional Major in Mathematics) for Elementary Teacher Education students.
2. Mathematics Major or Minor in the Liberal Arts Studies Program.
3. Mathematics/Quantitative Studies Program leading to a Bachelor of Arts Degree.
4. Mathematics/Quantitative Studies Program leading to a Bachelor of Arts (B.A.) and Master of Arts in Teaching (M.A.T.) Secondary Education Dual Degree Program.

All students studying mathematics are strongly advised to meet with a math department faculty advisor early in the program to discuss appropriate course placement, prerequisites, transfer credit policies and procedures, and the projected scheduling of math courses. While many courses are offered annually, some upper level math courses are offered once every two years.

Students planning to take a mathematics course at another institution must receive written Math Department approval before enrolling to ensure the course will be accepted for transfer credit. No mathematics course with a grade of “D” will be counted in the mathematics major/concentration or minor. Transfer coursework for LAM110 College Mathematics, LAM112 Math Content for Teachers I, and LAM213 Math Content for Teachers II may require competency testing before credit is applied toward mathematics general education requirements. See the Mathematics Department for complete details. Developmental coursework in arithmetic and algebra taken at other institutions do not meet general education requirements and are not used for placement. NLU Mathematics Assessment is used for placement in mathematics courses.

A description of the requirements of each mathematics
course of study option is described below.

Mathematics Concentrations
(for students in the College of Education)

Students in the Elementary Teacher Education program can select mathematics as a major area of concentration. The student may elect mathematics program options that include State of Illinois endorsement for junior high school teaching. Course requirements are very specific and the student should consult the National College of Education Bachelor of Arts Handbook for Education Students as well as a Mathematics Department advisor.

A student seeking Elementary Education (K-9) certification with a math concentration may meet NLU’s Mathematics Department requirements by completing a Traditional Major (45 quarter hours) or a Standard Teaching Concentration (30 quarter hours).

The Traditional Major requires 45 quarter hours of approved Mathematics Department courses including general education (courses numbered above LAM110 College Mathematics). At least 25 quarter hours must be upper-level courses, of which 15 quarter hours must be taken at NLU. Students must choose courses that meet the minimum state requirement of 5 courses from 4 areas of mathematics. Additionally, students seeking the state endorsement in middle school mathematics in their certificate must take the College of Education course MHE485 Advanced Methods for Teaching Middle School Mathematics. MHE485 does not count as a mathematics course. The general studies courses LAM112 AND LAM213 do not count as mathematics courses to be used toward the required 45 quarter hours of mathematics required for a Mathematics Concentration.

The Standard Teaching Concentration requires a minimum of 30 quarter hours of approved Mathematics Department courses beyond general education requirements, of which 15 quarter hours must be taken at NLU, including a minimum of 15 quarter hours of upper-level courses in mathematics. Students must choose courses that meet the minimum state requirement of 5 courses from 4 areas of mathematics. Additionally, students seeking the state endorsement in middle school mathematics on their certificate must take the College of Education course MHE485 Advanced Methods for Teaching Middle School Mathematics. MHE485 does not count as a mathematics course.

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

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

LAM225 Quantitative Methods in the Workplace

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

Liberal Arts Studies: Mathematics Major

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

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

Mathematics Core Courses: 45 QH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAM214</td>
<td>Mathematics for Management Science</td>
<td>5</td>
</tr>
<tr>
<td>LAM320</td>
<td>Discrete Math</td>
<td>5</td>
</tr>
<tr>
<td>LAM310</td>
<td>Precalculus</td>
<td>5</td>
</tr>
<tr>
<td>LAM303</td>
<td>Computer Programming I</td>
<td>5</td>
</tr>
<tr>
<td>LAM311</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>LAM403</td>
<td>Mathematical Probability and Statistics</td>
<td>5</td>
</tr>
</tbody>
</table>

Mathematics Electives: 15

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

Liberal Arts Studies: Mathematics Minor Requirements

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

The Mathematics Department offers a Bachelor of Arts Degree in Mathematics/Quantitative Studies. This curriculum responds to the demands of an ever-increasing technological society with a program that encompasses both the present practices and future directions of mathematics within a variety of human endeavors. As students study geometry, calculus, probability, and statistics they learn to analyze, synthesize, and integrate the fundamental mathematical strands of dimension, quantity, uncertainty, shape, and change with modern technology and its applications to real-world issues such as census data, population dynamics, and inflation trends. The program’s interdisciplinary nature allows the student to investigate the mathematical aspects of diverse fields such as science, social science, psychology, business, and computer studies. The Math/QS program provides students with preparation for secondary education in graduate school as well as careers in management, business and industry, operations research, and other scientific fields.

This program requires 180 quarter hours of study including 65 quarter hours in mathematics (courses numbered above LAM110) and 30-36 hours in a minor area of study such as accounting, business, computers, science, social science, psychology, English, and others. Sixty-nine (69) quarter hours compose the General Education requirement, though some of these courses may also be applied to major or minor areas of concentration. No mathematics course with a grade of “D” will be counted toward the major or minor area.

Program-specific General Education Requirements 69 QH

The Mathematics/Quantitative Studies program requires a minimum of 69 quarter hours or the equivalent in general education coursework for the completion of the B.A. degree. This will include demonstration of competency in all core areas below and include the specific courses or equivalent in the seven general education areas. The Mathematics/Quantitative Studies Program accepts as equivalent to general education coursework at NLU appropriate courses transferred from other accredited institutions, appropriate CLEP and DANTES examination credit, and appropriate credit by proficiency. To determine which equivalent credits or exams are appropriate, contact your Mathematics Department advisor or the Assessment Center.

1. Communications
   LAE101 English Composition I 5
   LAE102 English Composition II 5

2. Humanities
   LAH120 Logic and Effective Thinking 5
   Humanities elective 5

3. Fine Arts

A minimum of 4 quarter hours in art, music, or drama 4-5

4. Quantitative Reasoning
   LAM130 Mathematics in an Information Age 5
   LAM220 College Algebra QR
   LAM214 Math for Management Science QR
   LAM216 Statistical Methods 5

5. Physical and Life Sciences
   LAN110 General Biology 5
   LAN150 Survey of Physical Science 5
   Science elective 5

6. Social Sciences
   LAS115 Introduction to Economics 5

7. Behavioral Science
   LAP100 General Psychology 5

Additional General Education Requirements
   Social Science or Psychology elective 10

Required Core Courses in Mathematics 25 QH

   LAM130 Mathematics in an Information Age 5
   LAM303 Computer Programming I 5
   LAM310 Precalculus 5
   LAM311 Calculus I 5
   LAM403 Mathematical Probability & Statistics 5

Mathematics Electives 25-30 QH

Internship or Applied/Research Project 10 QH

Liberal Arts or Business Minor 30-36 QH

Electives 20-26 QH

Total Minimum Hours 180 QH

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

At NLU, undergraduate students who wish to become secondary mathematics teachers are advised to earn a B.A. degree in Mathematics/Quantitative Studies and then enter the graduate program in secondary education leading to the M.A.T. degree. The B.A.-M.A.T. Program was created to connect the undergraduate and graduate portions to offer one seamless educational experience for future high school teachers. Admission to the B.A.-M.A.T. Program is open to any
undergraduate student who has been accepted to the College of Arts and Sciences. Interested students should declare their interest in participating in the B.A.-M.A.T. Program as soon as possible after starting at NLU, but no later than junior year. Since Mathematics coursework required for completion of the B.A.-M.A.T. Program differs from all other mathematics options, it is required to meet with an undergraduate mathematics faculty advisor. Additionally, students in the B.A.-M.A.T. Program should obtain a detailed description of the M.A.T. Secondary Education curriculum and admission requirements found on pages 252 and 253.

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

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

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

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

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

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

Additional Required Courses for Mathematics Secondary Ed. 15 QH
LAM312 Calculus II 5
LAM313 Calculus III 5
Elective beyond Calculus 5
M/QS Mathematics Electives (at least 15 QH must be NLU 300 or 400 level) 25

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

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

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

III. Modern Abstract Algebra (at least one required)
LAM220 College Algebra
LAM309 Theory of Numbers
LAM350 Modern Algebra
LAM495 Special Topics (any course with Modern or Abstract Algebra in the title)

IV. Geometry (LAM310 required and at least one additional)
LAM307 Investigatory Geometry and Measurement
LAM310 Precalculus
LAM405 Geometry

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

VI. Probability and Statistics (at least one required)
LAM308 Exploratory Probability and Statistics
LAM403 Mathematical Probability and Statistics

VIKl. History of Mathematics
LAM315 History of Mathematics:
A Problem Solving Approach
LAM495 Special Topics (any course with History of Mathematics in the title)

Liberal Arts Minor 30-36 QH
Electives 21-26 QH
Total Minimum Hours for Degree 180 QH

Philosophy

National-Louis University’s Philosophy Department helps students to sharpen analytical skills and develop insight into the relationships between people, actions, and concepts.

Philosophy Minor Requirements 30 QH
LAH110 Introduction to Philosophy 5
LAH120 Logic and Effective Thinking 5
LAH305 Philosophy of Values and Ethics 5
Philosophy general education courses 15 and electives
**Psychology**

The College of Arts and Sciences Psychology Department offers majors in Psychology and Psychology/Human Development. Please consult Psychology advisors for additional information about undergraduate and graduate program options.

The Psychology major prepares students to use psychological concepts and theories and provides a foundation for further graduate study. Students may apply their knowledge to a number of settings, including but not limited to, community and private mental health centers, the business sector, and a variety of teaching careers.

### Psychology Major Requirements 45 QH

#### Required courses

Students will select a minimum of one 5-quarter-hour course in each of the following areas in consultation with a Psychology advisor: (Total: 20-25 quarter hours.)

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>II. Developmental Psychology</td>
<td>5</td>
</tr>
<tr>
<td>III. Social and/or Personality/Clinical Psychology</td>
<td>5</td>
</tr>
<tr>
<td>IV. Cognitive and/or Experimental Psychology</td>
<td>5</td>
</tr>
<tr>
<td>V. Community Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Total Minimum Hours</td>
<td>25</td>
</tr>
</tbody>
</table>

#### Elective courses

Students will select additional psychology courses from the above areas or from special topics, seminars, or research in psychology to complete a total of 30 quarter hours, with the approval of a Psychology advisor.

| Total elective courses (minimum)         | 15      |

### Psychology/Human Development

The Psychology Department offers the Psychology/Human Development major. This major prepares students to apply concepts and theories about the biological, social, and psychological maturation of the person throughout the life cycle and provides a foundation for further graduate study. Students may apply their knowledge in a variety of settings.

### Psychology Minor Requirements 30 QH

#### Required courses

Students will select a minimum of one 5-quarter-hour course in three of the following areas in consultation with a Psychology advisor: (Total: 15 quarter hours.)

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>II. Developmental Psychology</td>
<td>5</td>
</tr>
<tr>
<td>III. Social and/or Personality/Clinical Psychology</td>
<td>5</td>
</tr>
<tr>
<td>IV. Cognitive and/or Experimental Psychology</td>
<td>5</td>
</tr>
<tr>
<td>V. Community Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Total Minimum Hours</td>
<td>15</td>
</tr>
</tbody>
</table>

### Psychology/Human Development Major 45 QH

#### Required courses

Students will select required courses in each of the following areas in consultation with a Psychology advisor: (Total: 30-35 quarter hours.)

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Total Minimum Courses</td>
<td>20</td>
</tr>
</tbody>
</table>

### Standard Teaching Concentration in Psychology/Elementary Education

Students in elementary education should select a minimum of 35 quarter hours in psychology, including psychology courses elected as general education requirements in consultation with a Psychology advisor. Two additional electives may be selected in psychology or other liberal arts areas.
in certification programs in Early Childhood or Elementary Education.

II. Developmental Psychology

General requirement:

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

III. Social and/or Personality/Clinical Psychology

A minimum of one course is required.

Students in Early Childhood Education should take the course, Psychology of Play and Therapeutic Applications (LAP325) or Psychological Assessment of the Young Child—Parts I and II (LAP320, LAP321) to fulfill this requirement.

IV. Cognitive and/or Experimental Psychology

A minimum of one course is required.

Students in Early Childhood Education should take the course, Psychology of Learning (LAP401) to fulfill this requirement.

V. Community Psychology

A minimum of one course is required.

Students in Early Childhood Education should take Cross-Cultural Communications (LAP348) or Culture and Self (LAP350) to fulfill this requirement.

Total Minimum Hours: 30-35

Elective courses

Students will select additional elective courses from the above areas or from special topics, seminars, and research in psychology to complete a total of 45 quarter hours, with the approval of a Psychology advisor.

Total elective courses: 10-15

NOTE: All students in Early Childhood Education are required to take the Psychology/Human Development concentration. Education students should consult the Preservice Teacher Education Handbook and their advisors to be in compliance with specific certification requirements.

Standard Teaching Concentration in Psychology/ Human Development Early Childhood Education

Students in Early Childhood Education should select a minimum of 40 quarter hours in Psychology/Human Development, including psychology courses elected as general education requirements in consultation with a Psychology advisor. One additional elective may be selected in psychology or other liberal arts areas.

Standard Teaching Concentration in Psychology/ Human Development Elementary Education

Students in Elementary Education should select a minimum of 35 quarter hours in Psychology/Human Development, including psychology courses elected as general education requirements in consultation with a Psychology advisor. Two additional electives may be selected in psychology or other liberal arts areas.

Psychology/Human Development Minor: 30 QH

Required courses: Students will select required courses in each of the following areas in consultation with a Psychology advisor: (Total: 15-20 quarter hours).

I. General Psychology

A minimum of one course is recommended.

An introductory course in general psychology is required for all Psychology/Human Development concentrators except for students in certification programs in Early Childhood or Elementary Education.

II. Developmental Psychology

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

Total Required Hours: 15-20

Elective courses

Students will select additional elective courses from the following areas to complete a total of 30 quarter hours, with the approval of Psychology advisor.

III. Social and/or Personal/Clinical Psychology

A minimum of one course is recommended.

IV. Cognitive and/or Experimental Psychology

A minimum of one course is recommended.

V. Community Psychology

A minimum of one course is recommended.

Total elective courses (minimum): 10-15
Psychology Program (B.A.)

Students in the Psychology Program must complete a total of 180 credit hours: a 69 quarter-hour liberal arts general education core, a 50 quarter-hour psychology core, a 30 quarter-hour specialization in either Developmental Psychology, Organizational/Community Psychology, or General Psychology, and 31 quarter hours of electives.

The Psychology Program prepares students to use psychological concepts and theories and provides a foundation for further graduate study. Students may apply their knowledge in a number of settings, including but not limited to community and private mental health centers, the business sector, and a variety of other careers. Students should consult Psychology advisors for additional options.

Program-specific General Education Requirements 69 QH

The Psychology Department requires a minimum of 69 quarter hours or the equivalent in general education coursework for the completion of the B. A. degree. This will include demonstration of competency in all core areas below and include the specific courses or equivalents in the seven general education areas. The Psychology Program accepts as equivalent to general education coursework at NLU appropriate courses transferred from other accredited institutions, appropriate CLEP and DANTES examination credit, AP credit (with scores of 3, 4, or 5) and appropriate credit by proficiency. To determine which equivalent credits or exams are appropriate, contact your Psychology advisor or the Assessment Center.

1. Communications
   LAE101 English Composition I 5
   LAE102 English Composition II 5

2. Humanities
   Philosophy elective 5
   Humanities elective 5

3. Fine Arts
   LAA110 Introduction to Art or Art elective 2
   LAU110 Introduction to Music or Music elective 2

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

5. Physical and Life Sciences
   LAN110 General Biology 5
   LAN150 Survey of Physical Science 5
   Science elective 5

6. Social Sciences
   Introductory Social Science course 5

LAS200 U. S. History and Culture, 1492-1828 QR
LAS201 U. S. History and Culture, 1828-1898 QR
LAS203 U. S. History and Culture, 1898 – present 5
LAS300 Contemporary World Cultures 5

7. Behavioral Sciences
   LAP100 General Psychology 5

Required Core Courses in Psychology 50 QH

LAP315 Lifespan Development 5
LAP305 Memory and Cognition OR
LAP401 Psychology of Learning 5
LAP306 Theories of Personality 5
LAP307 Abnormal Psychology 5
INT310 Research Methods in the Behavioral Sciences OR
LAP402 Experimental Psychology 5
LAP350 Culture and Self 5
LAP420 Social Psychology 5
LAP425 Mental Health 5
LAP450 Human Sexuality 5
LAP499 Psychology Seminar OR
LAP403 History and Systems of Psychology 5

In addition to fulfilling the required core courses in psychology, each psychology major must choose a 30 QH concentration in psychology. Students may choose a Developmental Psychology Concentration, Organizational/Community Psychology Concentration, or a General Psychology Concentration.

Developmental Psychology Concentration

Students must take a minimum of 30 quarter hours from the following developmental coursework:
LAP200 Psychology of Development in the Infant/Toddler Years 5
LAP201 Psychology of Early Childhood 5
LAP202 Psychology of Middle Childhood and Adolescence 5
LAP204 Psychology of Adolescence and Early Adulthood 5
LAP300 Adult Development and Learning Assessment 5
LAP303 Introduction to Psycholinguistics 5
LAP320 Psychological Assessment of the Young Child – Part I 2
LAP321 Psychological Assessment of the Young Child – Part II 3
LAP325 Psychology of Play and Therapeutic Applications 5
LAP411 Psychology of Exceptional Children and Adolescents 5
LAP490 Independent Study in Psychology (approval of advisor)** 2-5
LAP495 Special Topics in Psychology (approval of advisor)** 2-5
Organizational/Community Psychology Concentration

Students must take a minimum of 30 quarter hours from the following organizational/community coursework:

- **LAP200** Psychology of Development in the Infant/Toddler Years 5
- **INT310** Research Methods in the Behavioral Sciences* 3-5
- **LAP310** Introduction to Industrial/Organizational Psychology 5
- **LAP320** Psychological Assessment of the Young Child – Part I 2
- **LAP321** Psychological Assessment of the Young Child – Part II 3
- **LAP340** Effective Interpersonal Relationships 3-5
- **LAP342** Interpersonal Helping Skills 3-5
- **LAP348** Cross-Cultural Communication 5
- **LAP352** Children and Families Under Stress 5
- **LAP400** History and Systems of Psychology 5
- **LAP402** Experimental Psychology* 5
- **LAP403** Managing Interpersonal Communication in Organizations 5
- **LAP411** Psychology of Exceptional Children and Adolescents 5
- **LAP412** Psychology of the Adolescent 5
- **LAP415** Psychology of the Child 5
- **LAP440** Industrial Psychology 5
- **LAP451** Managing Interpersonal Communication in Organizations 5
- **LAP455** Parts I and II 5
- **LAP460** Psychology of Exceptional Children and Adolescents 5
- **LAP470** Memory and Cognition* 5
- **LAP480** Parts I and II 5
- **LAP490** Independent Study in Psychology (approval of advisor)** 2-5
- **LAP495** Special Topics in Psychology (approval of advisor)** 2-5

*This course can only be used if it has not been used to satisfy the core requirement.

** Only two of the electives may be independent study or special topic courses.

General Psychology Concentration

Students must take a minimum of 30 quarter hours from the following general coursework:

- **LAP200** Psychology of Development in the Infant/Toddler Years 5
- **LAP201** Psychology of Early Childhood 5
- **LAP202** Psychology of Middle Childhood and Adolescence 5
- **LAP204** Psychology of Adolescence and Early Adulthood 5
- **LAP300** Adult Development and Learning Assessment 5
- **LAP303** Introduction to Psycholinguistics 5
- **LAP305** Memory and Cognition* 5
- **LAP320** Psychological Assessment of the Young Child – Part I 2
- **LAP321** Psychological Assessment of the Young Child – Part II 3
- **LAP325** Psychology of Play and Therapeutic Applications 5
- **LAP310** Introduction to Industrial/Organizational Psychology 5
- **LAP340** Effective Interpersonal Relationships 3-5
- **LAP342** Interpersonal Helping Skills 3-5
- **LAP348** Cross-Cultural Communication 5
- **LAP352** Children and Families Under Stress 5
- **LAP401** Psychology of Learning* 5
- **LAP403** History and Systems of Psychology 5
- **LAP411** Psychology of Exceptional Children and Adolescents 5
- **LAP412** Psychology of the Adolescent 5
- **LAP415** Psychology of the Child 5
- **LAP440** Industrial Psychology 5
- **LAP451** Managing Interpersonal Communication in Organizations 5
- **LAP455** Parts I and II 5
- **LAP460** Psychology of Exceptional Children and Adolescents 5
- **LAP470** Memory and Cognition* 5
- **LAP480** Parts I and II 5
- **LAP490** Independent Study in Psychology (approval of advisor)** 2-5
- **LAP495** Special Topics in Psychology (approval of advisor)** 2-5

*This course can only be used if it has not been used to satisfy the core requirement.

** Only two of the electives may be independent study or special topic courses.

Undergraduate Certificate in Human Development/Psychology

The undergraduate certificate in Human Development/Psychology is appropriate for any student, but will be specifically helpful for those who work with people in community agencies. Students who earn the undergraduate certificate may take the first step toward the B.A. degree while enhancing their job or work experience.

Students may be enrolled either full-time or part-time. They will have a choice of psychology courses within two tracks: Child Development or Intergenerational Studies. Students will choose four courses (20 quarter hours) from either psychology track and two human services courses (10 quarter hours) from those listed below. This certificate will carry 30 quarter hours of undergraduate credit.

** Track I: Child Development (four courses required) **

- **LAP201** Psychology of Early Childhood 5
- **LAP315** Lifespan Development 5
- **LAP320/321** Psychological Assessment of the Young Child, Parts I and II 5
- **LAP200** Psychology of Development in the Infant/Toddler Years 5
- **LAP340** Effective Interpersonal Relationships 3-5
Science

The Department of Natural Sciences offers a diversity of courses in the biological and physical sciences. These courses can be used to fulfill the science requirement for any baccalaureate degree. There are also several options for students to major in a natural science discipline.

Biology Program (B.A.)

The major in Biology (B.A.) prepares students for graduate study leading to careers in health professions, environmental professions, biological research, or secondary school biology teaching. The Biology major is designed to provide students with a well-rounded knowledge of fundamental concepts and research techniques at the ecosystem, organismal, physiological, and molecular levels.

Curriculum For Future High School Biology Teachers

All students majoring in Biology must complete 55 quarter hours of required and elective Biology courses. Biology majors who wish to prepare for careers teaching Biology in high school should be sure to include, within the 55 quarter hours, the specific Biology courses required for Secondary Certification by the Illinois State Board of Education. These courses are listed below, following the list of Biology electives. General education requirements recommended for pre-secondary education students are also listed.

Future biology teachers may choose to participate in the NLU Master of Arts in Teaching (M.A.T.) Secondary Education Program. A full description of the B.A. - M.A.T. program is given on page 75.

Requirements for a B.A. in Biology are as follows:

1. Completion of 55 quarter hours of Biology coursework with grades of "C" or better (5 required Biology courses plus 6 Biology electives). Twenty-five of these 55 hours must be upper level (300 or higher) and a minimum of 15 of the 25 upper level quarter hours must be taken at National-Louis University. Biology courses that meet for non-standard durations (e.g., accelerated, field-based, intersession) may not count towards fulfillment of the degree without department approval.
2. Completion of 37 quarter hours of required courses in Mathematics, Physics, and Chemistry (see course list below). All Physics and Chemistry courses must contain a lab component.
3. Completion of the general education core (69 quarter hours), of which 15 quarter hours must be natural sciences (biological, physical, or chemical). If appropriate, the 15 quarter hours of natural sciences may also be used to fulfill specific course requirements of the Biology major (see below). In addition, students must pass the English Competency Test.
4. To reach the 180 quarter hours required for graduation, students must complete an additional 34 quarter hours of electives.

Required courses for major in Biology 55 QH

Required Biology courses 25

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAN110/110L</td>
<td>General Biology</td>
<td>5</td>
</tr>
<tr>
<td>LAN300/300L</td>
<td>Ecology and Conservation</td>
<td>5</td>
</tr>
<tr>
<td>LAN302/302L</td>
<td>Zoology</td>
<td>5</td>
</tr>
<tr>
<td>LAN303/303L</td>
<td>Botany</td>
<td>5</td>
</tr>
<tr>
<td>LAN409/409L</td>
<td>Genetics</td>
<td>5</td>
</tr>
</tbody>
</table>

Biology electives 30

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAN106/106L</td>
<td>Introduction to Scientific Thought</td>
<td>5</td>
</tr>
<tr>
<td>LAN200/200L</td>
<td>Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>LAN205/205L</td>
<td>Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>LAN304/304L</td>
<td>Human Physiology</td>
<td>5</td>
</tr>
<tr>
<td>LAN305/305L</td>
<td>Animal Behavior</td>
<td>3 or 5</td>
</tr>
<tr>
<td>LAN410</td>
<td>Fundamentals of Immunology</td>
<td>1, 4, 5</td>
</tr>
<tr>
<td>LAN411/411L</td>
<td>Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>LAN412/412L</td>
<td>Medical Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>LAN415/415L</td>
<td>Molecular Genetics</td>
<td>5</td>
</tr>
<tr>
<td>LAN420</td>
<td>Tropical Marine Biology</td>
<td>5</td>
</tr>
<tr>
<td>LAN491/491L</td>
<td>Field Ecology Research Experience</td>
<td>5</td>
</tr>
</tbody>
</table>
The state of Illinois requires that secondary education students complete an Earth/Space Science course in addition to the requirements for the Biology B.A. Biology courses that meet for non-standard durations (e.g., accelerated, field-based, intersession) may not count towards fulfillment of the degree without department approval.

**Required courses in Mathematics, Physics, and Chemistry**  37 QH

**Mathematics**
- LAM310 Precalculus 5

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

**Chemistry**
- LAN250/250L General Chemistry I 5
- LAN251/251L General Chemistry II 5
- LAN362/362L Organic Chemistry I 6
- LAN363/363L Organic Chemistry II 6
- LAN425/425L Biochemistry I 5

Instead of Organic Chemistry I and II students might take
- LAN358/358L Survey of Organic Chemistry AND
- LAN364/364L Quantitative Analysis, OR
- LAN426/426L Biochemistry II 5

In addition to the required courses listed above, students seeking a B.A. degree in Biology must complete general education requirements and electives to reach a total of 180 quarter hours. Note that general education requirements are more specific for those preparing for careers in secondary education.

**Program-Specific General Education Requirements**  54 QH (in addition to 15 quarter hours of science)

The Biology program requires a minimum of 69 quarter hours or the equivalent in general education coursework for completion of the B.A. degree. This will include demonstration of competence in all core areas below and also include the specific courses or equivalent listed in areas four through ten. The Biology program accepts the following types of credit as equivalent to general education coursework transferred from other accredited institutions, appropriate CLEP (Biology, chemistry, Natural Sciences) and DANTES (Environment & Humanity: The Race to Save the Planet, Principles of Physical Science I, Astronomy, Physical Geology), examination credit, and appropriate credit by proficiency. For AP courses: Biology (a score of 3 or better for Biology and a Biology elective), Chemistry (a score of 3 or better for Inorganic Chemistry I, a score of 4 or 5 for Inorganic chemistry I and II), Environmental Science (a score of 3 or better for 5 quarter hours), Physics B (a score of 3 or better for Physics), Physics C (a score of 3 or better for Physics and a science elective). To determine which equivalent credits are appropriate, contact your advisor or the Assessment Center.

**Biology Majors (non-teaching)**

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

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

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

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

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

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

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

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

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

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

   LAH120  Logic & Effective Thinking  5

3. Fine Arts

   LAA110  Intro to Art  2
   LAU110  Intro to Music  2

4. Quantitative Reasoning

   LAM110  College Math  5
   LAM216  Statistical methods OR  Biostatistics  5

5. Physical and Life Sciences

   LAN110/110L  General Biology  5
   LAN250/250L  General Chemistry I OR
     LAN251/251L  General Chemistry II  5
   LAN351/351L  General Physics I  5

6. Social Sciences

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

7. Behavioral Science

   LAP100  General Psychology  5

Electives  34 QH

Liberal Arts Studies Majors and Minors

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

Liberal Arts Studies Biology Major

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

Liberal Arts Studies Biology Minor

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

Liberal Arts Studies Physical Science Major

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

Liberal Arts Studies Physical Science Minor

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

Liberal Arts Studies Science Major

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

Liberal Arts Studies Science Minor

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

Science Majors and Concentrations for Elementary Ed Degrees from NCE

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

NCE Science Major

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

NCE Science Concentration

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

**NCE Biology Teaching Major**

For a degree in education with a Biology teaching major from NCE, students need to fulfill all of the general education requirements for English, Mathematics, Philosophy, Psychology, Social Sciences, Art, and Theatre Arts. In addition they must complete the courses listed below.

**General Education Requirements**

18-20 QH

**General Biology**

- 5 (lower level)

**Physical Science (any Physical Science)**

- 5 (lower level)

**A Chemistry course**

- 5 (lower level)

**A science course**

(Physics or Chemistry is recommended)

- 5 (lower level)

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

The Biology courses for the teaching major are:

**Required:**

- LAN302/302L Zoology 5 (upper level)
- LAN303/303L Botany 5 (upper level)
- LAN300/300L Ecology and Conservation 5 (upper level)
- LAN304/304L Human Physiology 5 (upper level)
- LAN200/200L Anatomy and Physiology I 5 (lower level)
- LAN205/205L Anatomy and Physiology II 5 (lower level)

**Electives** (the degree requires 27 quarter hours, at least 25 quarter hours must be upper level Biology courses):

- LAN106/106L Introduction to Scientific Thought 5 (lower level)
- LAN200/200L Anatomy and Physiology I 5 (lower level)
- LAN209/209L Anatomy and Physiology II 5 (lower level)
- LAN304/304L Human Physiology 5 (upper level)
- LAN409/409L Genetics 5 (upper level)
- LAN305/305L Animal Behavior 3 or 5 (upper level)
- LAN366 Biostatistics 5 (upper level)
- LAN410 Fundamentals of Immunology 1, 4, or 5 (upper level)
- LAN411/411L Microbiology 5 (upper level)
- LAN412/412L Medical Microbiology 3 or 5 (upper level)
- LAN415/415L Molecular Genetics 5 (upper level)
- LAN420 Tropical Marine Biology 5 (upper level)
- LAN491/491L Field Ecology Research Experience 5 (upper level)

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

---

**Social and Applied Behavioral Sciences**

The mission of the Department of Social and Behavioral Sciences is to increase awareness and understanding of human behavior and its implications. The department offers three undergraduate programs as well as majors and minors. Graduate study is offered through the M.A. in Public Policy. Future Social Science teachers may participate in the B.A.-M.A.T. program offered through the National College of Education.

**Applied Behavioral Sciences Program (B.A.)**

(Available only as an adult degree-completion program)

The Applied Behavioral Sciences (ABS) program is designed to prepare adult learners to work with people by combining concepts and themes from a variety of disciplines, such as psychology, sociology, communications, economics, and anthropology. With this behavioral science emphasis, students learn to understand, recognize, predict, and effectively deal with the behavior of individuals and groups. The ABS program also provides opportunities to apply the skills learned from these behavioral course concepts through a process of systematic inquiry and reporting. Learning is immediately applied to benefit the student and the student’s workplace.

This is a baccalaureate degree program for adult learners that encourages them to use their life experiences as they attend an intensive series of courses. Students commit to extensive individual preparation as well as responsibility to their learning group. Critical skills which are emphasized throughout the program include: oral and written communication, critical thinking, decision making, problem solving, and life-long learning. During the course of the program, learners also undertake independent research projects. Students share involvement with classmates and faculty to develop and demonstrate skills in: (1) problem-solving and decision-making techniques, (2) interpersonal communication, (3) methods to resolve conflict, (4) employing knowledge of adult development and learning to understand the behavior of themselves and others, (5) exploring and appreciating diverse multicultural human perspectives, and (6) using interviews, survey and observational research tools.

Before admission into the program, students must attend required orientation sessions that introduce the program, assess academic skills and provide a foundation for the use of online instructional resources used in the program. The orientation is available for online administration. Students are encouraged to complete the mathematics assessment prior to the beginning of their program if they plan to take mathematics at the university. Each student will complete a degree plan with
the Advising Center to detail how they will complete the degree which totals 180 quarter hours (120 semester hours).

Applicants must have at least 90 quarter hours which is equivalent to 60 semester hours of transferable credit from accredited colleges or universities to be considered for the program. Of those 90 hours, a maximum of 60 quarter hours of technical credit may be applied to the degree. Prospective students are encouraged to complete courses beyond this 90 quarter hour minimum prior to starting the program in order to complete their degree at the end of the 14-month program.

ABS requires applicants with significant life experience in order to fully benefit in the cohort learning experience and apply the concepts learned to their chosen work field. Applicants are expected to have a varied educational and experiential background in order to fully participate in this program due to the emphasis on using the workplace and life experience as a source of relevant discussion in the study of human behavior.

ABS courses are drawn from the following areas which may be referenced for course descriptions: Interdisciplinary Studies (INT), Philosophy and Religion (LAH), Psychology (LAP), Social Science (LAS), and Theatre Arts (LAT).

Students in Applied Behavioral Sciences may choose to combine this professional studies program with a major in Spanish Language and Culture Studies (see pp 73-74).

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

All Applied Behavioral Sciences majors must successfully complete at least 60 quarter hours of general education courses, including the minimum distribution requirements listed below. A course may be four quarter hours or three semester hours (4.5 quarter hours). In addition to college courses, students may complete general education requirements through Credit by Portfolio, Credit by Examination (CLEP or DANTES), or Credit by Proficiency. The Assessment Center provides additional information regarding these avenues for demonstrating previous learning experience.

Students are encouraged to complete general education requirements before entering the Applied Behavioral Sciences Program. Because the adult student entering the Applied Behavioral Sciences Program possesses a varied educational background.

1. **Communications**
   At least two college-level writing courses

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

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

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

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

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

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

**Other General Education, Professional, and up to 80 QH of technical credit** 69 QH

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

**Applied Behavioral Sciences Requirements** 51 QH

- **LAS331** Dynamics of Group Behavior 4
- **LAP300** Adult Development and Learning Assessment 5
- **LAP340** Effective Interpersonal Relationships 5
- **LAT440** Professional Communication 4
- **LAS426** Multicultural Dimensions 5
- **INT430** Methods of Inquiry in the Behavioral Sciences 4
- **LAS431** Managerial and Supervisory Behavior 5
- **INT490** Independent Study in the Behavioral Sciences 2
- **LAS430** Economic Issues in Global Perspective 5
- **LAH305** Philosophy of Values and Ethics 5
- **INT410** Leadership in a Changing World 5
- **LAS435** Senior Seminar: Integrating the Applied Behavioral Sciences 2

**Total hours** 180 QH

**Political Science Program (B.A.)**

Political Science majors study international organizations and American federal, state, and local political institutions, compare the different political systems of nations around the world, understand the forces that influence international relations, and discover the ideas and ideologies that inspire citizens to achieve social justice for all people. These studies provide an excellent path to a career in government at the local, county, state, and federal levels, and with organizations that seek to shape the types of policies that governments produce.
Political Science Internships permit students to work in governmental and political organizations and apply these experiences towards the completion of their degree. These experiences provide students with a thorough understanding of how organizations operate and develop valuable career opportunities. The Political Science major consists of 30 quarter hours of Political Science Core Courses and 30 quarter hours Political Science Electives.

This program can be delivered in a cohort model with a customized sequence.

**Program-specific General Education Requirements** 69 QH

The Social Science Department accepts the following types of credit as equivalent to general education coursework at NLU: appropriate transfer courses from other accredited institutions, Credit by Portfolio, appropriate credit by proficiency, AP, CLEP or DANTES credit as determined by appropriate academic department.

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

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

3. **Fine Arts**
   - LAA110 Introduction to Art OR Art elective 2
   - LAU110 Introduction to Music OR Music elective 2

4. **Quantitative Reasoning**
   - LAM110 College Mathematics 5
   - LAM106 Basic Statistics OR
   - LAM216 Statistical Methods OR
   - LAM112 Math Content for Teachers I 5

5. **Physical and Life Sciences**
   - LAN110/110L General Biology 5
   - LAN150/150L Survey of Physical Sciences 5

6. **Social Science**
   - LAS200 U.S. History OR
   - LAS201 U.S. History and Culture: 1828-1898 OR
   - LAS203 U.S. History and Culture: 1898-present 5
   - LAS300 Contemporary World Cultures 5
   - Introductory Social Science course 5

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

**Additional General Education Requirements**

- English, speech, or drama elective 5

<table>
<thead>
<tr>
<th>Political Science Core Courses</th>
<th>30 QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS118 Introduction to Politics</td>
<td>5</td>
</tr>
<tr>
<td>LAS120 Introduction to American Politics</td>
<td>5</td>
</tr>
<tr>
<td>LAS308 Methods of Political Science</td>
<td>5</td>
</tr>
<tr>
<td>LAS310 International Relations</td>
<td>5</td>
</tr>
<tr>
<td>LAS316 Comparative Political and Social Systems</td>
<td>5</td>
</tr>
<tr>
<td>LAS450 Political Theory</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Political Science Electives</th>
<th>30 QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS220 State and Local Government</td>
<td>5</td>
</tr>
<tr>
<td>LAS317 European Union</td>
<td>5</td>
</tr>
<tr>
<td>LAS319 Elections and Electoral Behavior</td>
<td>5</td>
</tr>
<tr>
<td>LAS321 American Political and Social Ideas</td>
<td>5</td>
</tr>
<tr>
<td>LAS322 Law and the Judicial Process</td>
<td>5</td>
</tr>
<tr>
<td>LAS323 The U.S. Congress</td>
<td>5</td>
</tr>
<tr>
<td>LAS324 The U.S. Presidency</td>
<td>5</td>
</tr>
<tr>
<td>LAS452 Political Geography</td>
<td>5</td>
</tr>
<tr>
<td>LAS454 Urban Politics</td>
<td>5</td>
</tr>
<tr>
<td>LAS456 National Security</td>
<td>5</td>
</tr>
<tr>
<td>LAS458 Public and Social Policy in the Legislative Process</td>
<td>5</td>
</tr>
<tr>
<td>LAS459 Public Finance</td>
<td>5</td>
</tr>
<tr>
<td>LAS460 Political Science Internship I</td>
<td>5</td>
</tr>
<tr>
<td>LAS461 Political Science Internship II</td>
<td>5</td>
</tr>
<tr>
<td>LAS462 Political Science Internship III</td>
<td>5</td>
</tr>
<tr>
<td>LAS495 Social Science Special Topic</td>
<td>2-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>51 QH</th>
</tr>
</thead>
</table>

**Total Hours** 180 QH

A minimum of 40 quarter hours in the program must be upper level, and a minimum of 40 quarter hours in the program must be completed at NLU with a grade of "C" or better.

English competency must be documented by passing the English Competency examination, or by passing English Composition I (LAE101) and English Composition II (LAE102) at National-Louis University with a grade of "C" or better.

**Social Science Program (B.A.)**

Understanding society, social institutions, and human behavior – and applying this knowledge to improve our lives – is a fundamental concern of Social Science. Students develop an advanced understanding of society, human beings, and social institutions from the interdisciplinary perspectives of sociology, political science, economics, history, and anthropology. You will examine the behavior of people and institutions from the points of view of these integrated studies, and consider various solutions that address the problems faced by contemporary societies.

The multicultural and global perspectives offered by our Social Science Program prepare you for success in today’s
global society. Social Science faculty are committed to developing in our students the ability to critically analyze and synthesize ideas into a broad interdisciplinary worldview. By analyzing, evaluating, and reflecting on solutions to problems that human societies face, such interdisciplinary analysis encourages the formation of a wide range of complex problem solving analytical skills.

Students in the Bachelor of Arts Social Science Program have the following three options. Students enrolled in the Comprehensive B.A. in Social Science (75 quarter hours) receive a broad education in social science by selecting courses of interest in the fields of sociology, political science, economics, history, and anthropology. The Preparation for Teaching Secondary Education B.A. in Social Science (100 quarter hours) prepares students who are seeking to fulfill the State of Illinois endorsements for teaching at the secondary level. The Cohort B.A. in Social Science (90 quarter hours) permits students to complete their B.A. in as little as eighteen months based on a predictable schedule and series of courses. The General Education Requirements are identical for all three programs.

Program-specific General Education Requirements 69 QH

The Social Science Department accepts the following types of credit as equivalent to general education coursework at NLU: appropriate transfer courses from other accredited institutions, Credit by Portfolio, appropriate credit by proficiency, AP, CLEP or DANTES credit as determined by appropriate academic department.

1. Communications
   LAE101  English Composition I  5
   LAE102  English Composition II  5

2. Humanities
   LAH120  Logic & Effective Thinking  5

3. Fine Arts
   LAA110  Introduction to Art OR Art elective  2
   LAU110  Introduction to Music OR Music elective  2

4. Quantitative Reasoning
   LAM110  College Mathematics  5
   LAM106  Basic Statistics OR
   LAM216  Statistical Methods OR
   LAM112  Math Content for Teachers I  5

5. Physical and Life Sciences
   LAN110  General Biology  5
   LAN150  Survey of Physical Sciences  5
   Science Elective  5

6. Social Science
   LAS200  U.S. History 1492-1828 OR

   LAS201  U.S. History and Culture: 1828-1898 OR
   LAS203  U.S. History and Culture: 1898 to the present  5
   LAS105  Introduction to Sociology OR
   LAS110  Introduction to Cultural Anthropology  5
   LAS300  Contemporary World Cultures  5

7. Behavioral Science
   LAP100  General Psychology  5

   Additional General Education Requirements

   English, Speech, or Drama elective  5

Comprehensive B.A. in Social Science 75 QH

Sociology and Anthropology
(Select 4 of the following courses)
   LAS313  Metropolitan Community  5
   LAS441  Urban Anthropology  5
   LAS306  Marriage and Family  5
   LAS405  Social Problems  5
   LAS420  Social Theory  5
   INT310  Research Methods in Behavioral Sciences  5
   LAS240  Human Origins  5
   LAS303  Sub-Saharan African Cultures  5
   LAS342  Folklore  5
   LAS441  Urban Anthropology  5

Political Science
(Select 4 of the following courses)
   LAS118  Introduction to Politics  5
   LAS120  Introduction to American Politics  5
   LAS310  International Relations  5
   LAS316  Comparative Social and Political Systems  5
   LAS319  Elections and Electoral Behavior  5
   LAS321  American Political and Social Ideas  5
   LAS450  Political Theory  5
   LAS458  Public and Social Policy in the Legislative Process  5

Economics
(Select 3 of the following courses)
   LAS115  Introduction to Economics  5
   LAS250  Macroeconomics  5
   LAS255  Microeconomics  5
   LAS315  World Economics  5
   LAS345  Labor Economics  5
   LAS445  Evolution of the American Economy  5

History
(Select 4 of the following courses)
   LAS200  U.S. History and Culture: 1492-1828  5
   LAS201  U.S. History and Culture: 1828-1898  5
   LAS203  U.S. History and Culture: 1898 to the present  5
   LAS302  Asian History and Cultures  5
   LAS304  Middle and South American Cultures  5
LAS495 ST in World History: Conflict in the Middle East 5
LAS301 Western History and Culture to 1650 OR LAS301 Western History and Culture to 1650 QR 5
LAS305 Western History and Culture since 1650 5
LAS311 Racial and Ethnic History and Culture 5

Electives 36 QH

A minimum of 50 quarter hours in the program must be upper level, and a minimum of 50 quarter hours in the program must be completed at NLU with a grade of ‘C’ or better.

Curriculum For Future High School Social Science Teachers

Social Science majors who wish to prepare for careers teaching Social Science in high school complete 100 quarter hours of Social Science courses for Secondary Certification by the Illinois State Board of Education listed below. Future Social Science teachers may choose to participate in the B.A.-M.A.T. Program, which is designed to help students make a smooth transition from their undergraduate program to the NLU Master of Arts in Teaching (M.A.T.) Secondary Education Program. A full description of the B.A.-M.A.T. program is given on page 75.

Preparation for Teaching Secondary Education B.A. in Social Science 100 QH

Sociology and Anthropology:

LAS313 Metropolitan Community OR 5
LAS441 Urban Anthropology 5
LAS306 Marriage and Family 5
LAS405 Social Problems 5
LAS420 Social Theory 5
INT310 Research Methods in Behavioral Sciences 5

Political Science:

LAS120 Introduction to American Politics 5
LAS310 International Relations 5
LAS316 Comparative Political and Social Systems 5
LAS319 Elections and Electoral Behavior 5
LAS321 American Political and Social Ideas 5

Economics:

LAS250 Macroeconomics 5
LAS255 Microeconomics 5
LAS315 World Economics 5

History:

LAS300 Contemporary World Cultures (prescribed in Gen. Ed.) 5
LAS302 Asian History and Cultures 5
LAS304 Middle and South American Cultures 5

Las495 ST in World History: Conflict in the Middle East 5
LAS301 Western History and Culture to 1650 OR LAS301 Western History and Culture to 1650 QR 5
LAS305 Western History and Culture since 1650 5
LAS311 Racial and Ethnic History and Culture 5

Choose two of the following courses

LAS200 U.S. History and Culture: 1492-1828 10
LAS201 U.S. History and Culture: 1828-1998
LAS203 U.S. History and Culture: to the present

A minimum of 60 quarter hours in the program must be completed at NLU with a grade of ‘C’ or better.

Electives 21 QH

Total Hours 180 QH

Cohort B.A. in Social Science 90 QH

Term I (13 QH): Foundations of Social Science

LAS311 Racial and Ethnic History and Culture 5
INT310 Research Methods in Behavioral Sciences 5
LAS420A Social Theory I 3

Term II (17 QH): Cities, States, and Systems

LAS313 Metropolitan Community (Online) 5
LAS316 Comparative Political and Social Systems 5
LAS319 Elections and Electoral Behavior 5
LAS420B Social Theory II 2

Term III (15 QH): International and Domestic Dimensions

LAS310 International Relations 5
LAS405 Social Problems (Online) 5
LAS495 ST in World History: Conflict in the Middle East 5

Term IV (17 QH): Gender, Labor, and World Cultures

LAS300 Contemporary World Cultures 5
LAS304 Middle and South American Cultures 5
LAS345 Labor Economics (Online) 5
LAS302A Asian History and Cultures I 2

Term V (14 QH): Government and Political Culture

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

LAS306       Marriage and Family          5
LAS315       World Economics              5
LAS499       Social Science Seminar       4

General Education and Electives                           90 QH

Total Hours                                             180 QH

English competency must be documented by all B.A. Social Science Program students by passing the English Competency examination or by passing English Composition I (LAE101) and English Composition II (LAE102) at National-Louis University with a grade of "C" or better.

Anthropology

The Social Science Department offers the major in Anthropology. Students must have successfully completed a minimum of 25 QH of upper level Anthropology courses.

Anthropology Major Requirements                         45 quarter hours

LAS110       Introduction to Cultural Anthropology  5
LAS120       Introduction to American Politics       5
LAS300       Contemporary World Cultures            5
One U.S. History Course                                 5
Anthropology electives                                  25
(25 quarter hours must be upper level)

Applied Economics

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

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

Applied Economics Core                                    25 QH

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

World Economics Specialization                            20 QH

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

Quantitative Economics Specialization                     20 QH

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

Multicultural Studies

(Available at Chicago Campus Only)

The Multicultural Studies major gives students a better understanding of the nature of our ever-changing society. It can help students to work better with people of all backgrounds, and it can help them to understand their own heritage.

Multicultural Major Requirements                          45 QH

Students will select 45 quarter hours from the following courses in consultation with their advisor.

LAS311       Racial and Ethnic History and Culture 5
LAS313       The Metropolitan Community          5
LAA320       African Art                         5
LAA321       Sources and Development of American Art 5
LAA323       History of Far Eastern Art          5
LAA495A      Art Special Topic: Mexican Art      5
LAE309       Minority Voices in American Literature 5
LAH315       Religions of the World              5
LAS300       Contemporary World Cultures        5
LAS302       Asian History and Cultures          5
Sociology/Anthropology concentration.

Education: Anthropology, Sociology and a combined offers three concentrations to students majoring in Elementary taken at National-Louis University.

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

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

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

Social Science Concentrations/Elementary Education

The Social Science Department at National-Louis University offers three concentrations to students majoring in Elementary Education: Anthropology, Sociology and a combined Sociology/Anthropology concentration.

Anthropology 30 QH

LAS110 Introduction to Cultural Anthropology 5
LAS240 Human Origins 5
LAS300 Contemporary World Cultures 5
LAS302 Asian History and Cultures 5
LAS303 Sub-Saharan African Cultures 5
LAS304 Middle and South American Cultures 5
LAS340 Native Americans 5
LAS341 Comparative Ethnographies 5
LAS342 Folklore 5
LAS420 Social Theory 5
LAS440 Anthropological Linguistics 5
LAS441 Urban Anthropology 5
LAS442 Anthropology of Gender Roles 5
LAS449 Cross-Cultural Fieldwork 5
LAS490 Social Science Independent Study: Anthropology 5
LAS495 Social Science Special Topics: Anthropology 5

Sociology 30 QH

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

(Choose a minimum of three courses in Anthropology)

LAS110 Introduction to Cultural Anthropology 5
LAS240 Human Origins 5
LAS300 Contemporary World Cultures 5
LAS302 Asian History and Cultures 5
LAS303 Sub-Saharan African Cultures 5
LAS304 Middle and South American Cultures 5
LAS340 Native Americans 5
LAS341 Comparative Ethnographies 5
LAS342 Folklore 5
LAS420 Social Theory 5
LAS440 Anthropological Linguistics 5
LAS441 Urban Anthropology 5
LAS442 Anthropology of Gender Roles 5
LAS449 Cross-Cultural Fieldwork 5
LAS490 Social Science Independent Study: Anthropology 5
LAS495 Social Science Special Topics: Anthropology 5

(Choose a minimum of three courses in Sociology)

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

A minimum of 15 quarter hours must be upper level hours (300-400 level), and a minimum of 15 quarter hours must be taken at National-Louis University.
College of Arts and Sciences Graduate Programs

Admission Policies

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

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

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

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

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

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

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

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

International Students

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

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

Status of Admitted Students

Admitted

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

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

Academic Policies

Transfer Between Graduate Programs

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

Limitation on Credits Earned Before Admission

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

Transfer of Credit

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

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

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

Study Plan

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

Required Course Waiver

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

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

Adult and Continuing Education

Doctoral Program in Adult Education (Ed.D.)

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

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

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

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

Admission Process

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

The application for admission includes the following:

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

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

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

Course Requirements: 66 SH

| Summer/Year 1 | Fall/Year 1 | ACE600 Introduction to the Adult Education Doctoral Program | 3 |
| | | ACE601 Advanced Seminar: Critical Reflection and Critical Thinking | 3 |
| | | ACE602 Life History and Adult Education | 3 |
| | | ACE603 Advanced Adult Development and Learning | 3 |
| | | ACE604 Adult Education: Core Concepts and Processes | 3 |
| | | ACE605A Reflective Practice Seminar I | 3 |
Spring/Year 1
ACE610 Research Methods in Adult Education 3
ACE620 Understanding Adult Education Practice 3
ACE605B Reflective Practice Seminar II 3

Summer/Year 2
ACE640 Research: Critical Engagement Project Proposal Seminar 6

Fall/Year 2
ACE650 Research: Literature Review Seminar 3
ACE655 Philosophy of Adult Education 3
ACE605C Reflective Practice Seminar III 3

Spring/Year 2
ACE660 Research: Critical Engagement Project Methodology 3
ACE661 Educating in a Social and Political Context 3
ACE605D Reflective Practice Seminar IV 3

Summer/Year 3
ACE670 Research: Advanced Data Collection and Analysis 3
ACE605E Reflective Practice Seminar V 3

Fall/Year 3
ACE699A Dissertation: Critical Engagement Project I 6

Spring/Year 3
ACE699B Dissertation: Critical Engagement Project II

Community College Leadership Doctoral Program (Ed.D.)

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

The Doctoral Program is an intellectually stimulating graduate experience, professionally relevant, incorporating research endeavors around the key issues facing postsecondary institutions. Offering a curricular focus on practical and scholarly foundations, students enhance their critical thinking ability, problem-solving dexterity and research skills that transfer to the leadership challenges faced in community colleges.

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

The Program is three years in length including an integrated dissertation process in a diverse cohort of approximately 12-15 learners. Students participate in regularly scheduled intensive coursework every other Saturday each term and two short summer sessions. Guided study over the internet supports coursework.

Admission Process

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

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

All the courses listed here are required.

Course Requirements: 65 SH

Fall - Year 1/Term I
CCL600 Introductory Seminar on the Community College System 1
CCL601 History & Philosophy of Community College Education 3
CCL602 Socio-cultural Contexts of the Community College 3

Winter - Year 1/Term II
CCL603 Globalization and the Community College 3
CCL633 Technology in the Community College 3

Spring - Year 1/Term III
CCL610 Paradigms of Research: Multiple Ways of Knowing 3
CCL621 Adult Development and Learning for the Community College 3
### Admission Process

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

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

- Completed application and non-refundable application fee
- Official transcripts from all institutions attended, or a transcript showing completion of a master's degree
- If the undergraduate or graduate grade point average (GPA) falls below 3.0 a letter of explanation regarding mitigating circumstances must be included
- A list of three academic or professional references
- Personal written statement describing the applicant’s reason for seeking admission to the ACLE program
- A critical, written response to a provided text in adult, continuing, and literacy education
- Standard graduate admission requirements (see page 100)
- After receipt and review of all documents by the graduate school, qualified candidates will be contacted for an interview with faculty to determine recommendation to the program

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

### Master of Education Program in ACLE: Adult Education Leadership Concentration*

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

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

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

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

Course Requirements 37 SH

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

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

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

Term IV
ACL546 Research Methodologies in Adult & Literacy Ed. 3
ACL530 Contemporary Issues in Adult & Continuing Ed. 3

Term V
ACL516 Program Planning and Administration 3
ACL599C Inquiry in Adult & Continuing Ed. 3

Term VI
ACL593 Integrative Seminar in Adult & Continuing Ed. 3
ACL590 Internship in Adult & Continuing Education 3

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

Master of Education Program in ACLE: Adult Literacy Concentration *

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

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

Course Requirements 37 SH

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

Term II
ACL561RW Making the Reading/Writing Connection 3
ACL533 Technology for Adult & Literacy Ed. 3

Term III
ACL560RW Theoretical Found. of Reading/Writing at the Post. Level 3
ACL522 Social, Cultural & Political Context in Adult & Literacy Ed. 3

Term IV
ACL546 Research Methodologies in Adult & Literacy Ed. 3
ACL562RW Strategies for Teaching Reading & Writing at the Post. Level 3

Term V
ACL516 Program Planning and Administration 3
ACL563RW Analysis & Assess of Read/Write at the Postsecondary Level 3

Term VI
ACL525 Instructional Strategies for Second Language Learners 3
ACL590RW Internship for Teaching Reading & Writing at the Post. Level 3

* This course sequence remains the same in the online version of the program.
Master of Education Program in ACLE: Online

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

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

Cohorts start each Fall. Based on demand, additional cohorts may be formed each year. Coursework for the Adult Education Leadership and Adult Literacy concentrations are the same as the blended programs’ coursework, detailed above.

Adult, Continuing, and Literacy Education Certificate Programs

Certificates are available in: Adult Education Administration, Adult Education, Facilitating Adult Learning, Adult Literacy, and Teaching and Learning in Community Colleges. Graduate credits acquired through the certification process may apply toward the Master of Education program in ACLE. For those who already have a Master’s Degree in adult education or another field, the certificates enable educators of adults to obtain grounding in adult education theory or adult literacy, and to apply this knowledge to their educational work. The certificates provide additional credibility to those who are seeking both enhanced skills and mobility within the fields.

Admission Process

Applicants to the ACLE Certificate Programs are required to hold a master’s degree from an accredited institution and meet the same admission requirements as the ACLE M.Ed. Program (listed on page 104). Additionally, applicants for the Teaching and Learning in Community Colleges Certificate must submit one letter of recommendation from an appropriate supervisor at the community college in which they are employed; the letter must confirm the subject matter the applicant is teaching. The supervisor may be one of the persons on the required list of three academic or professional references.

Note: The Teaching and Learning in Community College courses are also offered as professional development workshops for community college faculty and will be administered through the ACLE Department as continuing education (non-academic credit).

The course sequences are as follows:

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

| Electives | 3 |

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

| Electives | 3 |

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

<table>
<thead>
<tr>
<th>Internships</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACL591RW Internship in Reading and Writing at the Postsecondary Level I</td>
<td>2</td>
</tr>
<tr>
<td>ACL592RW Internship in Reading and Writing at the Postsecondary Level II</td>
<td>2</td>
</tr>
<tr>
<td>ACL593RW Internship in Reading and Writing at the Postsecondary Level III</td>
<td>2</td>
</tr>
</tbody>
</table>
Applied Language

The mission of the Department of Applied Language is a natural outgrowth and continuation of National-Louis University’s history of service to urban, immigrant and minority populations - a commitment which began in the last century with the work of founder Elizabeth Harrison.

The Department of Applied Language offers courses that provide the means by which a diverse community of individuals can achieve personal, professional, and academic goals. Innovative teaching methodologies with emphasis on the communicative approach to language teaching and learning focus on the learner as an individual.

The major in Spanish Language and Culture Studies, the minor in foreign language, and English as a second language coursework are all designed to enhance students’ global awareness and knowledge of linguistic diversity and cultural expression.

The department also assesses the oral and written English language proficiency of NLU graduate and undergraduate applicants whose native languages are other than English.

ESL - English as a Second Language Courses

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

ESL

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL403</td>
<td>Reading and Writing for Graduate Students</td>
<td>3</td>
</tr>
<tr>
<td>APL490</td>
<td>Independent Study in ESL</td>
<td>1-3</td>
</tr>
<tr>
<td>APL495</td>
<td>Special Topic in ESL</td>
<td>1-3</td>
</tr>
</tbody>
</table>

ESL Workshops

This series of four workshops is designed for community-based educators, tutors, literacy volunteers, high school ESL/bilingual teachers, and aides. It offers a solid grounding in current best thinking and practice in teaching English as a second language. The theories and principles of second language acquisition and the features of the English language are integrated with ESL teaching methodologies and assessment techniques. Both undergraduate and graduate credit may be earned. The workshops may not be used toward the state ESL or bilingual approvals, but may be used as elective credit for the ESL/Bilingual concentration in Curriculum and Instruction.

<table>
<thead>
<tr>
<th>Workshops</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>APL486A</td>
<td>1</td>
</tr>
<tr>
<td>APL486D</td>
<td>1</td>
</tr>
<tr>
<td>APL486C</td>
<td>1</td>
</tr>
<tr>
<td>APL486B</td>
<td>1</td>
</tr>
</tbody>
</table>

Foreign Language Courses

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

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

Counseling and Human Services

The Mission of the NLU Counseling Program is to train highly competent and humane individuals in the greater Chicago area who are interested in working in schools or community agencies in diverse settings and with diverse populations. The faculty are committed to providing experiential opportunities for students which link research and theory with hands-on experiences aimed at promoting personal, scholarly, and professional development. The counseling curriculum prepares individuals to become licensed professional counselors and/or certified school counselors in the State of Illinois who have diversity-sensitive counseling expertise for working in an increasingly global society as well as skills for advocating both for their students/clients and the counseling profession.

In pursuit of this Mission, the Program has the following objectives:

1. To acquaint students with all facets of being professional counselors, including not only individual, group, and family counseling practices, but also the necessity of...
advocating for students/clients and the profession, adhering to ethical and legal integrity, and involvement in professional organizations and activities

2. To provide students with the academic training and professional experiences needed to develop counseling knowledge and skills, including technological competencies as a professional counselor.

3. To provide students with opportunities for self-reflection, and to impress upon students the necessity of continuing education as well as the need for ongoing personal self-awareness and growth.

4. To infuse in students an appreciation for the worth of each individual, a developmental perspective on human growth over the lifespan, and an awareness of the importance of context, culture, and diversity.

5. To model and teach practices consistent with the legal and ethical standards of the counseling profession.

6. To provide students with curricular experiences that integrate theory, research, and skill development.

M.S. in Counseling

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

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

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

The Master of Science in Counseling with a School option requires 51 semester hours credit and prepares individuals for both Type 73 School Guidance certification and licensing as a professional counselor in the State of Illinois. Students who are not certified teachers must take an additional 7 hours of graduate courses in the College of Education.

Both the Community and School Counseling options are designed for working adults and are offered in a cohort model, meeting one day or evening per week. The cohort model means that the learner enters a structured schedule of study with a group of colleagues and will continue his/her studies with the same group of students from start to finish. All students are assigned an advisor who guides them throughout the process, including choosing a practicum and internship site. All students complete 700 hours in field placements, (a 100-hour practicum and a 600-hour internship respectively), in either a public school or community agency setting.

M.S. in Counseling with a Community Option

The Counseling program with a Community option at National-Louis University is designed to train counseling professionals in an eclectic approach to practice in a variety of community agencies, hospitals, and treatment and counseling centers. The program assists students in developing broad theoretical understandings of motivation and behavior, intervention skills and strategies, and an understanding of the ethics and responsibilities of the professional counselor.

Program course work includes theories and techniques to practice individual, group, and family counseling, as well as career counseling and substance abuse counseling. Other course work includes topics in human development, testing, diagnosis, multicultural issues, and ethics. In addition, students complete a total of 700 hours in a field placement.

The coursework in this program 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.

M.S. in Counseling with a School Option

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

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

1. Have completed, as part of an approved school counseling program, coursework addressing:
   a. the structure, organization, and operation of the educational system, with emphasis on P-12 schools;
   b. the growth and development of children and youth, and their implications for counseling in schools;
   c. the diversity of Illinois students and the laws and programs that have been designed to meet their unique needs; and
   d. effective management of the classroom and the learning process.

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

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

**Department Requirements**

**Admission**

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

**Advisor Approval**

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

**Professional Responsibility in Counseling and Human Service Work**

In addition to the usual academic expectations, the faculty of the Department of Counseling and Human Services emphasizes that student success also means demonstrating responsible and ethical behavior towards self and others. Each student pursuing Counseling and Human Service study is expected to subscribe to the Counseling and Human Services Code of Ethics, the American Counseling Association Code of Ethics, the National Board of Certified Counselors Code of Ethics and the American School Counselor Association Code of Ethics, and students are expected to abide by the department’s Counseling and Human Services Student Minimum Performance Criteria as published in the Counseling and Human Services Student Handbook Appendix.

**Counseling and Human Services Student Minimum Performance Criteria**

It is the responsibility of the Counseling and Human Services faculty to assess students regularly in relation to their academic progress and professional development. Students are expected to fulfill the minimum criteria defined for Counseling and Human Services students at all times. The Counseling and Human Services faculty reserves the right to retain only those students who meet the defined minimum criteria. The faculty will provide feedback to students relating to any areas of concern and discuss methods of improvement. In addition to specific course criteria, each Counseling student is expected to:

- Follow policies and procedures and supervisory directions of the Counseling and Human Services program and field placement agencies.
- Earn at least a "B" grade in all academic coursework. (Students receiving a "C" grade in any class must stop their program sequence and retake the class. Only two retakes are allowed during the entire program. A class can only be retaken once. Earning a "D" grade or lower in a course will lead to automatic dismissal from any Counseling and Human Services graduate program.
- Demonstrate honesty in all matters.
- Respect the rights of others.
- Maintain a physically clean, neat, and appropriate professional appearance.
- Refrain from unprofessional attention-getting behavior.
- Maintain professional relationships with faculty, fellow students, clients and agency staff and refrain from inappropriate relationships with faculty, field supervisors, and clients.
- Will not come to school, class, or internship under the influence of alcohol or nonprescription drugs.
- Will demonstrate an ability in class and internship to separate personal issues from professional responsibilities.

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

Transfer Credit

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

Student Rights and Appeals Processes

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

The Practicum and Internship Experience

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

The goals of the practicum and internship are:

1. To provide students with experience upon which to build their professional careers.
2. To provide students with an arena in which to apply counseling theories and techniques.
3. To provide students with an opportunity to discover and refine their professional strengths and weaknesses.

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

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

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

Students who receive a failing grade in the internship will expand the student’s understanding of human

M.S. in Counseling, Community Option

Course Requirements 51 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC501</td>
<td>Fundamentals of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC510</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC511</td>
<td>Professional Practice and Ethics in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSC512</td>
<td>Theory and Techniques of Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>LAP506</td>
<td>Advanced Human Development</td>
<td>3</td>
</tr>
<tr>
<td>HSC505</td>
<td>Clinical Assessment and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>HSC506</td>
<td>Introduction to Theory and Practice of Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HSC503</td>
<td>Counseling and Human Development in a Multicultural Society</td>
<td>3</td>
</tr>
<tr>
<td>LAP501</td>
<td>Introduction to Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>HSC504</td>
<td>Clinical Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC514</td>
<td>Counseling for Career Development</td>
<td>3</td>
</tr>
<tr>
<td>HSM508</td>
<td>Research and Evaluation Methodology</td>
<td>3</td>
</tr>
</tbody>
</table>
M.S. in Counseling, School Option

Course Requirements 51 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC501</td>
<td>Fundamentals of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC510</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC511</td>
<td>Professional Practice and Ethics in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSC512</td>
<td>Theory and Techniques of Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>LAP506</td>
<td>Advanced Human Development</td>
<td>3</td>
</tr>
<tr>
<td>HSC505</td>
<td>Clinical Assessment and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>HSC506</td>
<td>Introduction to Theory and Practice of Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HSC503</td>
<td>Counseling and Human Development in a Multicultural Society</td>
<td>3</td>
</tr>
<tr>
<td>LAP501</td>
<td>Introduction to Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>HSC504</td>
<td>Clinical Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC514</td>
<td>Counseling for Career Development</td>
<td>3</td>
</tr>
<tr>
<td>HSM508</td>
<td>Research and Evaluation Methodology</td>
<td>3</td>
</tr>
<tr>
<td>HSS534</td>
<td>Perspectives on Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC534</td>
<td>School Counseling: Theory, Issues, and Practice</td>
<td>3</td>
</tr>
<tr>
<td>HSC533</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>HSC581</td>
<td>Internship I</td>
<td>3</td>
</tr>
<tr>
<td>HSC582</td>
<td>Internship II</td>
<td>3</td>
</tr>
</tbody>
</table>

Students in the School Counseling Masters Degree who do not have current Illinois Teaching Certification are required to take the following three additional courses in the National College of Education to complete Illinois State requirements for Type 73 certification:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSS39</td>
<td>Cognitive Behavioral Interventions in Schools</td>
<td>2</td>
</tr>
<tr>
<td>EPSS509</td>
<td>Structure and Organization of the Educational System</td>
<td>2</td>
</tr>
<tr>
<td>SPE500</td>
<td>Introduction to Exceptional Children and Adolescents/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>HSC534</td>
<td>School Counseling: Theory, Issues, and Practice</td>
<td>3</td>
</tr>
<tr>
<td>HSC533</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>HSC581</td>
<td>Internship I</td>
<td>3</td>
</tr>
<tr>
<td>HSC582</td>
<td>Internship II</td>
<td>3</td>
</tr>
</tbody>
</table>

Course Requirements

For teachers with a current, valid Illinois teaching certificate:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC534</td>
<td>School Counseling: Theory, Issues, and Practice</td>
<td>3</td>
</tr>
<tr>
<td>HSC533</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>HSC581</td>
<td>Internship I</td>
<td>3</td>
</tr>
<tr>
<td>HSC582</td>
<td>Internship II</td>
<td>3</td>
</tr>
</tbody>
</table>

For Non-Teachers:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSS39</td>
<td>Cognitive Behavioral Interventions in Schools</td>
<td>2</td>
</tr>
<tr>
<td>EPSS509</td>
<td>Structure and Organization of the Educational System</td>
<td>2</td>
</tr>
<tr>
<td>LAP506</td>
<td>Advanced Human Development</td>
<td>3</td>
</tr>
<tr>
<td>SPE500</td>
<td>Introduction to Exceptional Children and Adolescents/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>HSC534</td>
<td>School Counseling: Theory, Issues, and Practice</td>
<td>3</td>
</tr>
<tr>
<td>HSC533</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>HSC581</td>
<td>Internship I</td>
<td>3</td>
</tr>
<tr>
<td>HSC582</td>
<td>Internship II</td>
<td>3</td>
</tr>
</tbody>
</table>

English

Written Communication Program (M.S.)

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

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

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

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

Students may be able to apply for up to six hours of Credit by Proficiency for past professional experience which essentially...
duplicates the materials of a course in the program. Students may include a maximum of two courses from other NLU programs or departments when designing their degree. Examples might include:

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

Other suggestions are listed in the program brochures.

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

For financial-aid eligibility or to shorten the time required for completion, students may, in any regular term, add a one-hour course, selecting from courses such as Methods of Research for Writers or The Professional Writer, which are usually offered in modules of one semester hour at a time.

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

**Written Communication M.S. degree requirements**

**Course Requirements**

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

**Elective Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAE416</td>
<td>Women’s Lives into Literature</td>
<td>3</td>
</tr>
<tr>
<td>LAE450</td>
<td>Fundamentals of Journalism</td>
<td>3</td>
</tr>
<tr>
<td>LAE460</td>
<td>Editing and Publishing the Small Journal</td>
<td>3</td>
</tr>
<tr>
<td>LAE461</td>
<td>Writing Promotional and Advertising Copy</td>
<td>3</td>
</tr>
<tr>
<td>LAE465</td>
<td>Creative Writing: Humor</td>
<td>3</td>
</tr>
<tr>
<td>LAE492A,B,C</td>
<td>Methods of Research for Writers I, II, III</td>
<td>1-3</td>
</tr>
<tr>
<td>LAE501</td>
<td>Writing from Reading: Research, Reports and Summaries</td>
<td>3</td>
</tr>
<tr>
<td>LAE502</td>
<td>Creative Writing: Fiction</td>
<td>3</td>
</tr>
<tr>
<td>LAE503</td>
<td>Creative Writing: Poetry</td>
<td>3</td>
</tr>
<tr>
<td>LAE504</td>
<td>Creative Writing: Children's Books</td>
<td>3</td>
</tr>
</tbody>
</table>

**LAE506** Writing and Reading Oral History 3
**LAE512A,B,C** The Professional Writer: Markets, Methods, Materials (I, II, III) 1-3
**LAE515** Feature Writing 3
**LAE516** Screenwriting 3
**LAE517** Technical Writing 3
**LAE518** Narrative Forms 3
**LAE520** Teaching Freshman English Composition 3
**LAE592** Practicum/Internship in Teaching English Courses to Undergraduates 3
**LAE594** Independent Study (more than one is possible) 1-3 Special Topic (more than one is possible) 1-3

* Students are strongly urged to take either LAE492 or LAE501

**Elective courses transferred from other programs OR departments at NLU**

0-6

**Elective courses transferred from other institutions**

0-6

**Credit by Proficiency**

0-6

**Maximum total Proficiency and/or transfer hours**

12

---

**Certificate in Corporate Written Communication**

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

**Certificate in Corporate Written Communication requirements**

9 SH

**Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAE500</td>
<td>Advanced Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>LAE450</td>
<td>Fundamentals of Journalism</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

3 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAE461</td>
<td>Writing Promotional &amp; Advertising Copy</td>
<td>3</td>
</tr>
<tr>
<td>LAE501</td>
<td>Writing from Reading</td>
<td>3</td>
</tr>
<tr>
<td>LAE517</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>LAP501</td>
<td>Introduction to Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>LAP505</td>
<td>Advanced Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LAP506</td>
<td>Advanced Human Development</td>
<td>3</td>
</tr>
<tr>
<td>LAP509</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LAP510</td>
<td>Advanced Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>LAP507</td>
<td>Theories of Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LAP520</td>
<td>Biological Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>LAP526</td>
<td>Psychology of Organizational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LAP547</td>
<td>Substance Abuse</td>
<td>2</td>
</tr>
<tr>
<td>LAP548</td>
<td>Ethics and Legal Issues in Psychology</td>
<td>2</td>
</tr>
<tr>
<td>INT512A</td>
<td>Research Design and Methodology</td>
<td>3</td>
</tr>
<tr>
<td>LAP517</td>
<td>Psychological Statistics, Design and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>LAP598</td>
<td>Comprehensive Exam Seminar OR</td>
<td></td>
</tr>
<tr>
<td>LAP599</td>
<td>Thesis (With approval of graduate advisor)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Required Research Components 8 SH

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

### Program Requirements 36 SH

**Core Course Requirements** 15 SH

- LAP501: Introduction to Psychological Assessment (3)
- LAP505: Advanced Abnormal Psychology (3)
- LAP506: Advanced Human Development (3)
- LAP509: Advanced Social Psychology (3)
- LAP510: Advanced Theories of Personality (3)

**Professional Development Requirements** 13 SH

- LAP507: Theories of Cognitive Psychology (3)
- LAP520: Biological Bases of Behavior (3)

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

### Psychology: Health 12 SH

**Course Requirements**

- LAP501: Introduction to Psychological Assessment (3)
- LAP520: Biological Bases of Behavior (3)
- LAP530: Health Psychology (3)
- LAP535: Psychopharmacology (3)

---

**Psychology**

**Master of Arts in Psychology (M.A.)**

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

The Master of Arts in Psychology requires a total of 36 semester hours of graduate credit, and is appropriate for students who are interested in teaching at the community college or four-year college level, working at social service agencies or for a variety of other career options in developmental, organizational, or health psychology. The knowledge, skills and competencies developed in the master’s program will also provide a solid foundation for later doctoral study.

**Master of Arts in Psychology (M.A.) – Cohort Model**

This program is offered as a cohort model that lets the student attend one night a week with the same group of students and complete the degree in 18 months. Cohort students will have a broad-based experience, with all students taking classes in all of the core, research and professional areas, preparing them for a large variety of academic and social service positions.

Further specialization in a particular specialty within psychology can be achieved through the pursuit of an advanced certificate of study (see pages 113-114).

---

**Psychology: General 18 SH**

The general graduate certificate in psychology includes advanced study in the areas of Personality, Human Development, Abnormal Psychology and other areas. This certificate provides support for students planning on graduate study in human services, professional preparation as a psychologist, or further work in a variety of social science programs. It is also appropriate for teachers or professionals in corrections, community mental health, counseling or social work, and for students interested in careers in business or law.
Professionals in these fields lead efforts to plan for change. The Master of Arts in Public Policy program provides training in public policy as preparation for and advancement in careers in local, regional, state, and federal government, not-for-profit organizations and the private sector. The applied nature of the curriculum is concerned with providing, through its interdisciplinary nature, the knowledge, skills and perspectives necessary to effectively engage in the public policy process and shape the future.

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

**Psychology: Human Development**  12 SH

**Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP506</td>
<td>Advanced Human Development</td>
<td>3</td>
</tr>
<tr>
<td>LAP507</td>
<td>Theories of Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LAP518</td>
<td>Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>LAP542</td>
<td>Later Adulthood and Aging</td>
<td>3</td>
</tr>
</tbody>
</table>

**Psychology: Organizational**  12 SH

**Course Requirements**

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

**Psychological Assessment**  12 SH

**Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP501</td>
<td>Introduction to Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>LAP502</td>
<td>Psychological Assessment II – Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>LAP503</td>
<td>Psychological Assessment III – Personality</td>
<td>3</td>
</tr>
<tr>
<td>LAP546</td>
<td>Assessment for Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Social Science**

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

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

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

**Department Admission Requirements:**

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

**Program Requirements**  36 SH

**Core Courses**  12 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS500</td>
<td>Foundations of Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>LAS505</td>
<td>Urban Policy Development</td>
<td>3</td>
</tr>
<tr>
<td>LAS510</td>
<td>Social Inequality and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>LAS515</td>
<td>Leadership and Organizational Change</td>
<td>3</td>
</tr>
</tbody>
</table>

**Methods Courses**  6 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS565</td>
<td>Research Design and Methodology</td>
<td>3</td>
</tr>
<tr>
<td>LAS570</td>
<td>Policy Data Analysis and Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

**Substantive Courses (five of the following)**  15 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS520</td>
<td>Comparative Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>LAS525</td>
<td>Community Development Planning and Policy</td>
<td>3</td>
</tr>
<tr>
<td>LAS530</td>
<td>Immigration Policy</td>
<td>3</td>
</tr>
<tr>
<td>MHA511</td>
<td>Health Care Policies and Trends</td>
<td>3</td>
</tr>
<tr>
<td>LAS535</td>
<td>Education and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>LAS540</td>
<td>Bureaucracy and Policymaking</td>
<td>3</td>
</tr>
<tr>
<td>LAS545</td>
<td>Technology and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>LAS550</td>
<td>Public Policy and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>LAS555</td>
<td>The Politics of Policymaking</td>
<td>3</td>
</tr>
<tr>
<td>LAS560</td>
<td>Advanced Public Finance</td>
<td>3</td>
</tr>
<tr>
<td>LAS590</td>
<td>Public Policy Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

**Completion Requirement (One of the following)**  3 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS593</td>
<td>Public Policy Seminar</td>
<td>3</td>
</tr>
<tr>
<td>LAS595</td>
<td>Public Policy Special Topic</td>
<td>3</td>
</tr>
<tr>
<td>LAS599</td>
<td>Master Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>
Course Descriptions

This section provides descriptions of all undergraduate, graduate, and doctoral courses offered by the College of Arts and Sciences. The courses are listed in alphabetical order by department and number. The first three alpha designations in a course number (i.e. APL2XX) are codes for department or discipline. The fourth character (i.e. APL2XX) indicates the level of the course.

Unless otherwise stated, courses listed in a department may be used for a major or minor concentration in that department provided such a major or minor is authorized by the curriculum.

Numbering System

100-299 Lower undergraduate courses.

Courses with these numbers are for undergraduate students (freshman and sophomores). They carry no graduate credit, although graduate students may be admitted to such courses in order to make up prerequisites or to gain a foundation for advanced courses.

300-399 Advanced undergraduate courses.

Courses with these numbers are for advanced undergraduate students (juniors and seniors). They constitute the advanced portion of an undergraduate program leading to the bachelor's degree.

400-499 Advanced undergraduate/Master's courses.

Courses with these numbers are for advanced undergraduate students. They constitute the advanced portion of an undergraduate program leading to the bachelor's degree. A 400 level course may be taken for undergraduate credit or graduate credit, upon approval of the student's departmental advisor and the department offering the course.

500-599 Master's courses.

600-699 Doctoral courses.

Discipline Codes

Adult, Continuing, and Literacy Education (AC-, CCL)
ACE-Adult Continuing Education
ACL-Adult, Continuing, and Literacy Education
CCL-Community College Leadership

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

English (LAE)

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

Health Studies (AH-)
AHA-Administration
AHC-Clinical
AHE-Education
AHG-General

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

Interdisciplinary Studies (INT)

Mathematics (LAM)

Philosophy (LAH)

Psychology (LAP)

Science (LAN)

Social Science (LAS)

490 Independent Study

Provides undergraduate students in degree or certificate programs an opportunity to pursue advanced scholarly study in special areas where they seek further information or to investigate a practical problem in their area of professional interest. Special forms, obtained in the Office of Admissions and Records, must be completed and are required for registration.

495 Special Topic

Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript. There is no limit on the number of 495 courses that can apply to the degree, although each topic may be taken only once.

499 Seminar

Library research, discussions with peers and instructors and field work in a selected area of interest.
Adult, Continuing, and Literacy Education

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

ACE-Adult Continuing Education

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

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

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

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

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

ACE605A, ACE605B, ACE605C, ACE605D, ACE605E Critical Practice Seminars I-V
Examines connections between doctoral coursework and students’ specific practices and provides opportunities for students to reflect on their development as adult learners and their synthesis and integration of adult educational knowledge. During this seminar students will engage in a continual exploration of the three CEP questions. 3 semester hours each

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ACL-Adult, Continuing, and Literacy Education

ACL105  University Success Seminar  
This course provides strategies that help students learn how to be 
successful in a college environment, develop a sense of 
commitment to the National-Louis community, and gain greater 
self awareness of academic and professional goals. 2 quarter 
hours. 
This developmental course can only be used for elective credit. 
Total degree credit for developmental courses is limited to 5 
quarter hours.

ACL106  Vocabulary Development  
Strategies for improving college-level vocabulary are taught with 
an emphasis on learning Greek and Latin word element, using 
context clues, and acquiring dictionary skills. Students also begin to 
aquire professional terminology for their chosen 
academic discipline. Designed for students who want to 
develop their vocabulary and learn strategies for 
comprehending and using new words. 2-4 quarter hours 
This developmental course can only be used for elective credit. 
Total degree credit for developmental courses is limited to 5 
quarter hours.

ACL200  Strategies for Effective Writing  
Process oriented approach emphasizing drafting and 
composing, focusing on the needs of individual students. 
Emphasis is placed on topic selection, and emphasizing ideas 
with a secondary focus on grammar as needed. Student 
awareness of strengths and weaknesses is increased to 
encourage the use of self-monitoring strategies, e.g., editing, 
proofreading, critical thinking peer editing, and individual 
conferences. Designed for anyone wishing to build self-
confidence in writing projects across the curriculum. Extended 
time option available to students needing additional contact 
hours. Successful completion leads to a grade of Pass (P) after 
one or more quarters; the "X" grade is used if progress 
satisfactory but further writing development is recommended. 3 
quarter hours 
This developmental course can only be used for elective credit. 
Total degree credit for developmental courses is limited to 5 
quarter hours.
**ACL201  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
This developmental course can only be used for elective credit. Total degree credit for developmental courses is limited to 5 quarter hours.

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

**ACL210  Introduction to Academic Discourse**
An integrated approach to the development of writing, reading, speaking and listening skills that are expected across the university curriculum. Emphasis placed on making connections between reading and writing as well as categorizing, summarizing, identifying main ideas, and critically evaluating texts. Strategies for self-monitoring and taking responsibility for learning will be emphasized. Focus will be placed on individual writing needs including organization, grammar basics, peer review and use of university resources. Successful completion leads to a grade of Pass (P) or No Pass (N). 5 quarter hours
This developmental course can only be used for elective credit. Total degree credit for developmental courses is limited to 5 quarter hours.

**ACL300  Strategies for Effective Learning**
Develops and integrates the basic skills of reading, writing, and critical thinking within an academic context that will most directly transfer to student’s program of study. Emphasizes development of metacognitive strategies that facilitate the acquisition of knowledge presented in content area courses. 4 quarter hours
This developmental course can only be used for elective credit. Total degree credit for developmental courses is limited to 5 quarter hours.

**ACL301  Perspectives on Prior Learning**
Principles and practices of prior learning and its assessment will be surveyed. Learning obtained through personal and professional experiences will be analyzed. Students will prepare a portfolio documenting this prior learning. Prerequisites: Admission to the University and at least 45 quarter hours of previous college coursework. 2 quarter hours

**ACL490  Independent Study**
Students develop a contract with faculty for achievement of specific academic skills goals. 2-5 quarter hours

**ACL495  Special Topic**
Students select academic skills topics of special interest for self-improvement. More than one registration permitted since topics vary each term. 2-5 quarter hours (total credit limited to 5 quarter hours)

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

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

**ACL505  Introduction to Teaching in a College Setting**
An introductory seminar that provides a context for subsequent courses. Helps to identify issues and provides an informal setting in which community college educators discuss common concerns and brainstorm solutions. Provides structure and team-building for students beginning a blended format (part online and part face-to-face classroom) certificate. Prerequisite(s): Admission to the Certificate program in Teaching and Learning in Community Colleges. 1 semester hour

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

**ACL512  Leadership in Adult Education: Planning**
An examination of program planning and development and the ways in which context, situation, and vision influence these processes. Prerequisite: Simultaneous enrollment in ACL520. 3 semester hours
ACL516  Program Planning and Administration
This course provides the adult educator with the conceptual tools and skills necessary for effective planning, management and evaluation of educational programs for adults. The course identifies and utilizes key resources and facilitates a team approach to program planning and implementation. The emphasis is on translating theory into successful practice. 3 semester hours

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

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

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

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

ACL532  Technology for Higher Education
This course explores the fundamental concepts of current computer technologies in higher education to support the learning of community college students. It is intended for classroom teachers who are interested in effectively integrating technology into the teaching and learning process in ways that create more engaged learning opportunities for their students. Prerequisite(s): Admission to the Certificate program in Teaching and Learning in Community Colleges. 3 semester hours

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

ACL535  Training and Adult Education in the Workplace
This course is a comprehensive overview of workplace education and training from its historical evolution to current methods, trends, and issues. Participants will explore both the theory and practice of designing, implementing, evaluating, and managing effective programs for adult learners in the workforce. 3 semester hours

ACL540  Introduction to Adult and Literacy Education
Introduces students to the field of adult and literacy education through examination of its history, philosophy, traditions, and activities. Discusses various organizations which provide adult and literacy education. 3 semester hours

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

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

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

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

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

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

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

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

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

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

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

ACL563RW  Analysis and Assessment of Reading Comprehension and Writing at the Postsecondary Level
Compares and contrasts various formal and informal, quantitative and qualitative assessment instruments used throughout the process of reading comprehension instruction. Studies both the formative and summative nature of such instruments ranging from placement tests to pre-assessment inventories to post-instructional interviews and surveys. Also examines current practices in the evaluation of postsecondary student writing throughout the writing process in terms of assessment, andragogy, and composition theory with an emphasis upon utilization with the nontraditional student population. 3 semester hours

ACL586  Workshop/Adult Education
Workshops offer content in an informal atmosphere utilizing the participation model. An identifying statement indicates the area of study and appears on the transcript. The appropriateness and acceptability of workshop credit must be determined in consultation with the faculty advisor. 1-4 semester hours

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

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

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

ACL591RW  Internship in Reading and Writing at the Postsecondary Level
Provides the student with the opportunity to be involved regularly in a developmental reading/writing experience (e.g., class, tutoring, materials development) mainly at the level of observation and to be mentored by an experienced instructor. Activity will vary depending on experience and level of interest. 2 semester hours
ACL592RW  Internship in Reading and Writing at the Postsecondary Level II
Provides the student with the opportunity to be involved regularly in a developmental reading/writing experience mainly at the level of assisting the primary instructor. Activity will vary depending on experience and level of interest. ACL591RW is a prerequisite. 2 semester hours

ACL593  Integrative Seminar in Adult and Continuing Education
Provides the student with the opportunity to be involved in a developmental reading/writing experience mainly at the level of assisting the primary instructor. Activity will vary depending on experience and level of interest. ACL591RW is a prerequisite. 2 semester hours

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

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

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

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

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

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

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

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

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

CCL-Community College Leadership

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

CCL601  History and Philosophy of Community College Education
This course is designed as an introductory overview of the historical antecedents and development of Community Colleges and an overview and analysis of the philosophical and theoretical foundations. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours
CCL602 Sociocultural Contexts of the Community College
This course examines community colleges as complex socio-cultural settings affected by political, sociological and historical contexts. Students will integrate theoretical readings with fieldwork to analyze dynamics that influence work--programs, management, administration, mission and vision set by the Board for the college--within the institutional settings of community colleges, within families, and within communities. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

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

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

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

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

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

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

CCL621 Adult Development & Learning for the Community College
Reviews current theory and advanced research on adult development and learning and critically examines claims for distinctive forms of adult cognition. Analyzes cultural and social influences on adult learning and the place of adult learning in the lifespan. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL622 Human Resource Development for the Community College
This course provides a comprehensive overview of human resource development from its historical evolution to current methods, trends, and issues. A number of HRD functions--including training, staff development, personnel management, and the development of the college and its programs and services--will be explored. Participants will examine both the theory and practice of designing, implementing, evaluating, and managing effective HR divisions within an organization, as well as the ways HR related to other departments within the college. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours
CCL623  Politics, Policy, and Law: Community College Issues
In this course, students will examine Illinois community colleges in relation to the Community College Act, as well as general community college issues in relation to current legal, political, and economic factors that affect the American community college. Students will critically examine the basic assumptions and social forces that influence current educational policy making efforts with an emphasis on their legal, economic, and political underpinnings. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

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

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

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

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

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

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

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

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

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

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

Applied Language

Foreign language courses may be used as humanities elective credit.

APL-Applied Language

APL100 (Foreign Language) I
This course, the first in a three-course sequence, provides students with a sound base in listening, speaking, reading and writing in (foreign language) at the elementary level. Emphasis is on application of the language in various sociocultural situations. Instruction is delivered primarily in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: Placement or recommendation. Not open to students enrolled in ESOL or Writing Skills Development courses. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

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

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

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

APL210 Characteristics of Language in Culture
Introduction to the study of language with focus on general characteristics of language, linguistic analysis, language and culture, linguistic and cultural diversity, language acquisition, and contemporary approaches to language learning. Prerequisite(s): Placement or recommendation. Not open to students enrolled in ESOL, Writing Skills Development, or Communication Development courses. This course may be used as humanities elective credit. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

APL220 Intermediate (Foreign Language) I
This second-course, the first in a three-course sequence, builds upon grammar essentials and helps to develop students’ understanding of the nuances of the language. It will enhance students’ abilities in listening, speaking, reading, and writing in (foreign language) at the intermediate level. Emphasis is on the application of the language in a variety of sociocultural situations. Instruction is delivered in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: APL120 or placement. Not open to students enrolled in ESOL or Writing Skills Development courses. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

APL230 Intermediate (Foreign Language) II
This second-year course, the second in a three-course sequence, continues to build upon grammar essentials and to develop students’ understanding of the nuances of the language and facilitates students’ abilities in listening, speaking, reading, and writing in (foreign language) at the intermediate level. Emphasis is on the application of the language in a variety of sociocultural situations. Instruction is delivered in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: APL220 or placement. Not open to students enrolled in ESOL or Writing Skills Development courses. Counts in the Humanities Area of General Education Requirements. 5 quarter hours
APL240  Intermediate (Foreign Language) III
This second-year course, the third in a three-course sequence, reviews, refines, and expands students’ understanding and usage of grammar. It continues to develop students’ understanding of the complexities and subtleties of the language in a variety of discourse situations. It will improve students’ writing in (foreign language) through extensive composition practice based on literary and nonliterary texts. Prerequisites: APL230 or placement. Not open to students enrolled in ESOL or Writing Skills Development courses. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

APL245  Spanish Reading and Writing for Heritage Speakers
This course is designed to enhance reading and writing proficiency and confidence of heritage speakers of Spanish. It is intended for those students whose home language is Spanish, but who have had relatively little or no classroom instruction in the language. Coursework focus is on readings and individual attention to students’ writing. All teaching, class discussions, readings, written work, and testing are in Spanish. Prerequisite(s): APL240 - Intermediate Spanish II, placement, or consent of the department. 5 quarter hours

APL250  Second-Year Intensive Intermediate (Foreign Language) I, II, and III
This intensive summer-session course combines Intermediate (Foreign Language) I, II, and III. It builds upon grammar essentials and reviews, refines, and expands students’ understanding and usage of grammar in a variety of discourse situations. It will enhance students’ abilities in listening, speaking, reading, and writing in (foreign language) at the intermediate level. It provides students with extensive composition practice based on literary and nonliterary texts. Instruction is delivered in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: APL240 or placement. Not open to students enrolled in ESOL or Writing Skills Development courses. Counts in the Humanities Area of General Education Requirements. 15 quarter hours

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

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

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

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

APL335  Spanish Phonetics and Advanced Conversation
This course combines advanced Spanish conversation with the study of the sounds of Spanish. Students explore the production of sounds and the dialectical variations in pronunciation that occur around the Spanish-speaking world. A wide array of audio/visual materials are used for listening and conversation practice including authentic off-the-air recorded television and radio broadcasts. The course is especially designed for proficient heritage speakers and advanced students of Spanish who want to continue to refine their listening and speaking skills. All teaching, class discussions, listening activities, oral presentations, written work and testing are in Spanish. Prerequisite(s): APL320 - Spanish Grammar and Composition; APL325 - Introduction to Spanish Written Texts, or consent of the department. 5 quarter hours

APL400  Situational Language Use for Professional Advancement
This course will examine language use in different situations. It will explore appropriate and inappropriate language in a number of social and professional contexts. Topics include the differences between formal and informal language, attitudes toward language use, the use of slang and jargon, and language functions. Prerequisite(s): Not open to native speakers of English or non-native speakers enrolled in Writing Skills Development. Assessment by DAL to ascertain English language proficiency appropriate for this course. 5 quarter hours or 3 semester hours
APL410  Spanish for Specific Purposes
This course focuses on advanced and specialized Spanish in terms of vocabulary and formal registers. Students explore the language of professional settings such as business, administrative, legal, health care and social studies careers. The course is intended for advanced students or heritage speakers of Spanish. All teaching, class discussions, readings, oral presentations, written work and testing are in Spanish. Prerequisite(s): APL325 - Introduction to Spanish Written Texts; APL320 - Spanish Grammar and Composition; or consent of the department. 5 quarter hours

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

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

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

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

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

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

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

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

APL455  Latino Literature in the U.S.
In this contemporary literature course, students explore the fiction of major Latino writers in the U.S. Students read and examine a selection of representative texts of authors who portray the complex realities of the fastest-growing minority population in the United States. Teaching, class discussions, readings, written work and testing are in English. (Also active as LAE455) Prerequisite(s): DAL (for Spanish majors) - APL325 - Introduction to Spanish Written Texts; APL 320 - Spanish Grammar and Composition; APL330 - Geography and Cultures of the Spanish-Speaking World; APL450 - 20th Century Latin American Literature; APL415 - Spanish Translation and Editing Skills; or consent of department. English and Philosophy - LAE101 - English Composition I; LAE102 - English Composition II; or consent of the department. 5 quarter hours

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

APL486A  Overview of Language
In this workshop, the major components of language: morphology, semantics, syntax, and phonetics/phonology will be introduced, and the grammar and sound systems of English will be examined and contrasted with those of other languages. Participants’ assumptions about language will be examined and discussed. Prerequisite: None. 1 quarter hour/1 semester hour

APL486B  ESL Assessment
This workshop will introduce recent historical trends and related terminology in ESL assessment and provide a theoretical framework for the selection and preparation of assessment instruments. Issues of validity, reliability, test bias, and practicality will be considered as participants examine, critique, and develop a variety of assessment instruments for various testing purposes. Prerequisite: None. 1 quarter hour/1 semester hour

APL486C  ESL Teaching Methodologies
This workshop is designed to provide a historical overview of ESL teaching methodologies. Emphasis is on participants’ analysis of these methodologies and then, application of these in the four skill areas of listening, speaking, reading, and writing. Prerequisite: None. 1 quarter hour/1 semester hour

APL486D  Second Language Acquisition
This workshop will provide participants with a framework for understanding second language acquisition including types of errors that second language learners make. Participants’ assumptions about language learning will be explored. In addition, potential problems that ESL learners from different language backgrounds may encounter will be examined and discussed. Prerequisite: None. 1 quarter hour/1 semester hour

APL490  Independent Study
Students develop a project related to their language acquisition of either a foreign language or ESL with faculty approval. Counts in the Humanities Area of General Education Requirements. 2-5 quarter hours/1-3 semester hours

APL495  Special Topic
Students select topics of special interest for self-improvement in the areas of target language acquisition and acculturation. More than one registration is permitted since topics vary each term. Counts in the Humanities Area of General Education Requirements. 2-5 quarter hours/1-3 semester hours

ESL-English as a Second Language

ESL203  Writing Skills Development
This course provides intensive ESOL writing instruction for English language learners. Credit for Writing Skills Development applies as free elective credit toward an undergraduate degree at National-Louis University. Prerequisite(s): placement. 5 quarter hours
This developmental course can only be used for elective credit. Total degree credit for developmental courses is limited to 5 quarter hours.

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

Counseling and Human Services

HSC-Human Services Core/Counseling

HSC101  Introduction to Human Services
Exploration of the field of human services, including the impact and meaning of psychosocial and related difficulties to the individual and to society; the function of a variety of human service organizations; current trends and historical patterns of
human service care; professional roles and ethical responsibilities. 5 quarter hours

**HSC102 Introduction to Applied Group Process**
A study of formal and informal group dynamics, issues, and behaviors, directed to an understanding of group functioning and leadership; factors involved in group cohesion and group conflict, communication and intervention skills. 3-5 quarter hours

**HSC201 Principles and Dynamics of Interviewing**
Examination of various techniques, goals, methods, model, and outcomes of interpersonal relationships. Focus on basic interviewing skills, information gathering, recording and assessment, and goal planning. 5 quarter hours

**HSC202 Theory and Techniques of Crisis Intervention**
Introduction to crisis theory, focusing on models of intervention, and utilizing experiential skills-building exercises. Prerequisite: HSC101, HSC201. 3-5 quarter hours

**HSC203 Principles of Family Intervention**
Examination of theories and dynamics of family change and issues of stabilization within that change. Emphasis on viewing the family as a whole system wherein change in one individual changes the family group and structure. Focus on identifying strategies of intervention as defined by family needs and structural change. Prerequisites: HSC101, HSC201, HSC202, or permission of instructor. 3-5 quarter hours

**HSC220 Resource Development and Networking**
Work in the human services field demands a knowledge of community resources covering a wide range of needs. The ability to make appropriate referrals and to work cooperatively with others is important. This course introduces students to basic networking and community resource development concepts, strategies, and skills, thus preparing them for this aspect of the field. 2 quarter hours

**HSC300 Advanced Clinical Intervention Strategies**
Focus on advanced skills of interviewing, with emphasis on development and integration of individual style and technique. Prerequisites: HSC102, HSC201, HSC202, HSC203. 3-5 quarter hours

**HSC305A/B Special Needs Populations A/B**
This course examines circumstances in which some individual or family needs are most effectively met through means outside of the systemic norms due to disability or other situations. It emphasizes evaluation of services, coping strategies and resources. 3/2 quarter hours

**HSC310 Management/Administration of Health and Human Service Organizations**
In-depth analysis of selected types of human service organizations in relation to origins, structure, and stability and change. Attention to various interrelated roles of agencies, clients, and professionals. Examination of organization environment interface. Prerequisites: Junior standing, Practicum I and/or consent of instructor. 5 quarter hours

**HSC410 Introduction and Overview of the DSM IV**
This course will provide an introduction and overview of the DSM IV. Its purpose is to help the student understand diagnoses as presented in case materials in the classroom and in the field. This in turn will help the student learn to develop appropriate individualized treatment plans for clients. Prerequisite(s): Principles and Dynamics of Interviewing (HSM201) or equivalent.

**HSC430 Fundamentals of Case Management**
This course will introduce students to the ethics and skills necessary in case management. Topics will include: ethics; case management responsibilities; cultural competence; documentation and monitoring; as well as review basic written and verbal communication skills. An experiential component will provide practice opportunities. Prerequisite(s): Principles and Dynamics of Interviewing (HSC201) or its equivalent.

**HSC451 Fundamentals of Creative Expressive Therapies**
Emphasis on learning creative therapeutic techniques and how different art modalities can function as therapeutic tools in aiding the human service worker to develop rapport and empathy with individuals and groups using art, movement, and dance. Prerequisite: HSC102. 3-5 quarter hours

**HSC499 Seminar/Current Issues in Human Services**
Seminar on current issues in the human services field, identifying trends, problems, paradoxes, and parameters in areas of the profession. Analysis, design, and implementation of solutions will be a major focus. 1-6 quarter hours

**HSC451 Fundamentals of Creative Expressive Therapies**
Emphasis is on learning creative therapeutic techniques and how different art modalities can function as therapeutic tools in aiding the human service worker to develop rapport and empathy with individuals and groups using art, movement, and dance. 3 semester hours

**HSC452 Spiritual and Religious Diversity in Human Service Practice**
The purpose of this course is to prepare human service workers to understand appropriate methods of addressing religious and spiritual issues when encountered while working with clients. This course will define spirituality and religious issues in the context of human diversity. Students will discuss the basic principles of the major religions of the world. This course will concentrate on appropriate counseling practice issues. However, other areas of where the role of religion and spirituality is visible would include: public, and service provision.
HSC501  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

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

HSC504  Clinical Techniques of Counseling
This course expands interviewing skills and techniques through extended practice sessions with one client, relevant readings, examination of case materials and written exercises. Focus on advanced skills of interviewing, with emphasis on development and integration of individual style and technique. Prerequisites: HSC501, HSC510. 3 semester hours

HSC505  Clinical Assessment and Diagnosis
This course will provide an overview of the DSM IV and how it can be used for purposes of assessment and diagnosis of the individual client. The student will learn the characteristics of various personality disorders and how to assess these disorders within the parameters of the helping interview. Prerequisites: HSC501, HSC510. 3 semester hours

HSC506  Introduction to Theory and Practice of Family Therapy
Exploration of theoretical models and concepts in the field of family therapy: Focus upon systemic change, dysfunction, and stages of family development. Family therapy approaches are presented theoretically and through simulation experiences. Prerequisites: HSC501, HSC400 or instructor permission. 3 semester hours

HSC510  Theories of Counseling
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

HSC511  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

HSC512  Theory 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

HSC514  Counseling for Career Development
This course will present an overview of the concepts, theories, history, practices and techniques of career counseling through the life span. In addition the course will review the use of occupational classification systems, test and computers in career counseling, as well as counseling with special populations. An experiential component will provide practice opportunities. Prerequisite: HSC501. 3 semester hours

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

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

HSC524  Introduction to Community Counseling
This course will introduce students to community agency counseling by familiarizing them with the roles of the community counselor, program development, and community counseling
models and processes. Students will learn about counselors as 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

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

HSC533 Counseling Practicum
The Counseling Practicum 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

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

HSC581 Internship I
Professional counseling experience in a community agency or public school setting which provides interns with the opportunity to experience the many varied responsibilities of a professional in that setting. Students complete 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

HSC582 Internship II
Professional counseling experience in a community agency or public school setting which provides interns with the opportunity to experience the many varied responsibilities of a professional in that setting. Students complete 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

HSM-Human Services Multiple Program

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

HSM385 Practicum Supervision
Examination of the issues and dynamics of professional relationships within the content of the practicum experience. Specific attention given to: ethics of helping; organizational structure; service delivery systems; client assessment; and treatment planning with individual, group, agency, and family client units. The seminar will focus on both the commonalities (regardless of client population) of Human Service work as well as each student’s unique learning experience. Prerequisite: Permission to begin Professional Practice Experience. Concurrent enrollment in undergraduate Practicum. Enrollment is required with each Practicum/Internship enrollment. 1-2 quarter hours

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

HSM407 Violence and Aggression in the Family
Examination of the psychological, social, behavioral, and cultural foundations of aggressions and violence; issues of physical and emotional abuse within the family unit. 3-5 quarter hours; 3 semester hours

HSM408 Hospitalized Child and Adolescent
This course will focus on the psycho/social care of the hospitalized infant, child, and adolescent; the impact that illness and hospitalization have on the child and his/her family; the understanding and importance of a child life program, its goals and objectives, and how it functions on a pediatric unit. 5 quarter hours

HSM415 Strategies of Community Intervention
A study of community power structures and resources, interest groups and citizen participation, influence and power, examination of models for developing and organizing
community resources to implement change. Prerequisites: HSC101, HSC201. 2-5 quarter hours; 3 semester hours

HSM416 Marital Separation and Single Parent Families
An examination of psychological, sociological, physical, and ecological dynamics of change in family structures preceding and during the divorce process, as well as the sequential stages of single parenthood and the reconstituted family. Prerequisite: HSC201. 2-5 quarter hours; 3 semester hours

HSM417 Child Abuse
The dynamics of child abuse, types of abuse, and the abuser; the impact and implications of child abuse on the family and society; treatment and prevention. 5 quarter hours; 3 semester hours

HSM418 Suicide Intervention
Suicide theory and intervention techniques. Emphasis placed on identifying signs of depression and how to use crisis intervention techniques related to suicide intervention and prevention. Students will learn to identify major causative factors of suicide in children, adolescents, and adults, and gain a general knowledge of available community resources. 5 quarter hours; 3 semester hours

HSM420 Women and Mental Health Issues
An introduction to mental health issues as they relate directly to women. The course will acquaint students with current research on sex differentials, sex role functioning, sex differences in women’s mental health problems and their causes, and diagnosis and treatment with female clients. The class also will provide an avenue for students to examine gender-related issues in their own personal and professional lives in order to help understand and work with women of varied ages, races, ethnicities and socioeconomic backgrounds. Prerequisite: Recommended-General Psychology or lower-division Human Services course. May be used as psychology course. 5 quarter hours; 3 semester hours

HSM422 Death and Other Losses in Perspective
This course is designed to enhance students’ awareness and skills for working with grief, and loss in many settings. It is designed to discuss the various circumstances in which grief is often found as well a range of cultural and religious contexts in which grief and death are understood. Students will study normal as well as pathological grief responses as well as the plethora of encounters with the finite nature of humanity which includes death. Students will further examine the basic tools for grief assessment and intervention strategies. 5 quarter hours; 3 semester hours

HSM481 Human Services Practicum I
First course of a four-part sequence in the Human Services Professional Studies Sequence. This course requires a minimum of 15 hours of on-site experience in a human services agency, totaling a minimum of 150 clock hours for the quarter. Practicum may be completed in any of the specialized areas with advisor approval. Students work closely with and receive supervision from both the agency and university personnel. Student is required to enroll in HSM385 Practicum Supervision concurrently. Prerequisites: HSC201 and acceptance into Professional Studies Sequence. 1-5 quarter hours

HSM482 Human Services Practicum II
Second course of a four-part sequence in the Human Services Professional Studies Sequence. This course is a continuation of HSM481 as the student continues in the same placement setting for an additional minimum of 15 hours per week for a total of another 150 clock hours on site for the quarter. Students will continue to receive supervision both on site and within the University. Student is required to enroll in HSM385 Practicum Supervision concurrently. Prerequisites: HSM481 and departmental approval. 1-5 quarter hours

HSM483 Human Services Practicum III
Third course of a four-part sequence in the Human Services Professional Studies Sequence. This course requires the student to choose a different practicum site than in HSM481 and HSM482 thus allowing the student the opportunity to further enhance his or her skills in another specialization area. The student is required to complete a minimum of 15 hours per week on site (minimum of 150 hours) for the quarter and concurrently register in HSM385 Practicum Supervision thus receiving on-site and university supervision. Prerequisites: HSM482 and departmental approval. 1-5 quarter hours

HSM484 Human Services Practicum IV
Fourth course of a four-part sequence in the Human Services Professional Studies Sequence. This course is a continuation of HSM483 as the student continues in the same placement setting for an additional minimum of 15 hours per week (minimum of 150 clock hours) for the quarter and concurrently registering for HSM385 Practicum Supervision. Prerequisites: HSM483 and advisor approval. 1-5 quarter hours

HSM485 Human Services Practicum V
Advanced clinical experience in a selected human service agency addressing specific knowledge and skill areas. Opportunity to experientially investigate specific areas of interest beyond those in HSM484. This course requires a minimum of 15 hours of on-site experience in a human service agency, totaling a minimum of 150 clock hours for the quarter. Practicum may be completed in any of the specialized areas with advisor approval. Students work closely with and receive supervision from both the agency and university personnel. Student is required to enroll in HSM385 Practicum Supervision concurrently. Prerequisites: HSM484 and advisor approval. 1-5 quarter hours

HSM486 Human Services Practicum VI
Continuing advanced clinical experience in a selected human service agency usually a continuation of HSM485. This course requires a minimum of 15 hours of on-site experience in a human service agency, totaling a minimum of 150 clock hours
The seminar will focus on both the commonalities (regardless of treatment planning with individual, group, and family client units. Structure, service delivery systems, client assessment, and specific attention given to: ethics of helping, organizational examination of the issues and dynamics of professional internship supervisor.

Successful completion of prior internship and consent of department and instructor. Prerequisites: HSM485 and advisor approval. 1-5 quarter hours

HSM490 Human Services Independent Study
An independent study offering for students and qualified practitioners, which is intended to increase academic qualifications and clinical expertise. Permits the student to undertake individual research in an area approved by the department and instructor. 2-5 quarter hours

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

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

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

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

HSM585 Internship Supervision
Examination of the issues and dynamics of professional relationships within the content of the internship experience. Specific attention given to: ethics of helping, organizational structure, service delivery systems, client assessment, and treatment planning with individual, group, and family client units. The seminar will focus on both the commonalities (regardless of client population) of Human Service work as well as each student's unique learning experience. Prerequisites: Enrollment is required with each Internship enrollment. 1-3 semester hours

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

HSM596 Human Services Special Topic
1-3 semester hours

HSS-Human Services Substance Abuse

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

English

LAE-Liberal Arts and Sciences-English

LAE101 English Composition I
First in a two-term sequence of composition courses. Expository, illustrative, and persuasive writing with emphasis on the short essay. Introduction to research and documentation. Counts in the Communications Area of General Education Requirements. 5 quarter hours.

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

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

LAE120 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 of 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. Counts in the Communications Area of General Education Requirements. Prerequisite(s): Placement. 5 quarter hours

LAE125 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. Counts in the Communications Area of General Education Requirements. Prerequisite(s): Placement. 5 quarter hours

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

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

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

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

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

LAE305 Major British Writers I: Beginnings to 1750
A survey of the most important British authors to 1750. Includes such writers as Chaucer, Shakespeare, Donne, and the metaphysical poets, Milton, Pope, Swift. Covers historical-cultural backgrounds and major developments in the history of ideas. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements 5 quarter hours

LAE306 Major British Writers II: 1750 to 1900
A survey of the most important British authors from 1750 to 1900. Includes such writers as Fielding, Sheridan, Austen, Wordsworth, and the Romantic poets, Dickens, Shaw. Covers historical-cultural backgrounds and major developments in the history of ideas. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements 5 quarter hours

LAE307 Literature for Children
A general overview recommended for students entering the teaching profession. Survey of best of the old and new in prose and verse from the nursery level through elementary grades. Techniques of presentation are discussed. Major emphasis on content and quality of literature. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements 5 quarter hours

LAE308 World Literature
Masterpieces of world literature from the earliest times to the present, in translation. Syllabus includes primarily western literature – Greek, Italian, Spanish, German, French, Russian – but some attention also given to non-western literature. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements 5 quarter hours

LAE309 Minority Voices in American Literature
A study of important literary works by representatives of minority groups. Specific focus is determined by the individual instructor and can be limited to a particular group, time period, and/or literary type. Students examine how literature functions as protest and in the search for identity. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements 5 quarter hours

LAE310 The Novel
A broad study of technique, structure, and rhetoric of the novel. Individual instructor may focus on the origins and development of the novel, concentrating on the growth of technique and
COURSE DESCRIPTIONS

LA311 The Short Story
Examination of the short story as a literary form. Students learn the tools needed for criticism of fiction. Course can be presented using a historical approach or it may be structured by type. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements 5 quarter hours

LA312 Poetry
Examination of poetry as a literary genre through critical analysis. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements 5 quarter hours

LA313 Myth and Mythology
A study of examples of mythology from two or more cultural traditions, possibly including ancient and modern, western and non-western traditions. The mythology will be studied as literature and from the perspective of several major twentieth-century theories of myth. Prerequisites: LAE102 or equivalent Counts in the Humanities Area of General Education Requirements. 5 quarter hours.

LA314 History of the English Language
An introduction to the study of language, with emphasis on historical study and on the English language. Covers characteristics, origins and development of language; origins and historical development of the English language in Great Britain and America; descriptive and prescriptive grammar; varieties of American English. Prerequisites: LAE102 or equivalent. Counts in the Communications or Humanities Area of General Education Requirements 5 quarter hours.

LA315 Art of the Film
An introduction to film theory and film technique, with some reference to the history of film. Emphasis will be placed on the tools used to tell stories in film, e.g., cinematography, editing and sound. Both American and foreign films will be screened and discussed; Intolerance, Metropolis, Citizen Kane, My Darling Clementine, Shoot the Piano Player, The Seventh Seal and 8 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. Counts in the Humanities Area of General Education Requirements 5 quarter hours.

LA316 Prose Forms and Styles
A survey of the major forms of contemporary prose writing: novel, essay, short story, non-fiction narrative. Emphasis will be on analysis of each author’s style and voice, and of the narrative techniques he or she employs to tell the story most effectively. Works vary from quarter to quarter and may from time to time include some non-English works in translation. Prerequisites: LAE102 or equivalent. Counts in the Communications or Humanities Area of General Education Requirements 5 quarter hours

LA340 Literature for High School Teachers
Students read, discuss and write papers on selections of literature commonly taught in Illinois high schools. They learn to lead discussions on the assigned literature with special attention to the interests and potential of high school students. Materials are clustered around a theme with special relevance or curricular usefulness for this group, such as “Coming of Age,” “Young Americans During the Great Depression,” or “Families in Transition.” Counts in the Humanities Area of General Education Requirements 5 quarter hours.

LA405 American Writers I: Beginning to 1900: Selected Topics
A brief look at early Puritan literature followed by readings from fiction writers such as Hawthorne, Melville, Irving, Cooper, Poe, Twain, and from poets such as Whittier, Longfellow, Whitman and Dickinson. Emphasis on the influence of social forces on literature and on the emergence of literary forms and conventions. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements 5 quarter hours; 3 semester hours

LA406 American Writers II: 1900-1945
A survey of classic 20th century novelists such as Wharton, Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, Wright, and Steinbeck. Students examine types of fiction such as realism, naturalism, proletarianism, impressionism. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements 5 quarter hours; 3 semester hours

LA407 American Writers III: 1945-1970
A survey of the best and most influential writers following World War II and continuing through to the close of the turbulent sixties. Includes primarily fiction writers such as Mailer, O’Hara, Salinger, Cheever, Updike, O’Connor, Baldwin, Kesey, Heller, Roth, Bellow, Malamud, and Nabokov. Takes a look at the stunning contrasts between the fifties and the sixties, politically, socially, ethnically, artistically, and psychologically. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements 5 quarter hours; 3 semester hours

LA408 Contemporary American Literature:
1970 to the Present
A dynamic overview of the most critically esteemed and widely read writers of the students’ own lifetime. Stressing fiction, it includes such names as Updike, Bellow, Pynchon, Barth, Vonnegut, Wolfe, Irving, Roth, Morrison, and Walker. Assesses the impact of the sixties and examines literary phenomena such as absurdism and the “new journalism” against the on-going tradition of realism. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements 5 quarter hours; 3 semester hours
LAE409 20th Century American Women Writers
A survey of American women writers, which examines the special characteristics of writing by women, the growth of protest, and women’s role in the 20th century history of American literature. Individual instructors may choose to focus primarily on fiction, on non-fiction, or on poetry; or an instructor may limit the survey to a particular 20th century time period or theme. See English Department for details. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements 5 quarter hours; 3 semester hours

LAE410 Modern British Fiction: 1900-1950
A survey of classic 20th-century British novelists such as James, Lawrence, Joyce, Forster, Woolf, Greene, Orwell, Huxley and Amis. Focuses on the growth and development of technique and on the ethical, psychological, and political concerns of the period. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements 5 quarter hours; 3 semester hours

LAE411 20th Century Modern American Poetry
This course, which offers a survey of 20th century Modern American poetry, explores the work of leading poets such as Ezra Pound, T.S. Eliot, e.e. cummings, Langston Hughes, W.C. Williams, Robert Frost, Marianne Moore and others. The course also includes study of origins, schools, various movements and poetic influences of the era and genre. Students learn how to read and analyze poetry, as well as to respond and write about this era’s poetry using both primary and secondary sources. This counts as a Humanities elective course for general education. Prerequisite(s): LAE102 or equivalent; completion of needed DVS coursework; junior standing or above or consent of instructor. 5 quarter hours; 3 semester hours

LAE412 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; 3 semester hours

LAE415 Popular Literature
Study of well-known types of popular literature (murder mysteries, spy stories, science fiction, romance, westerns, horror stories, etc.) with particular attention to the sociology, psychology and politics of each type. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements 5 quarter hours; 3 semester hours

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

LAE417 Screenwriting
A course in the special techniques and format of writing the narrative film, with emphasis on dramatic structure, character development, creating visual metaphors and orchestrating these elements around a coherent dramatic question or premise. Viewing and reading of noteworthy screenplays is combined with the development of an original screenplay idea and the execution of a portion of that screenplay into proper format. Prerequisite(s): Graduate status or permission of the instructor. 5 quarter hours

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

LAE425 Literary Criticism and Interpretation
A survey of the major theories and schools of literary criticism with emphasis on twentieth-century approaches such as new criticism, semiotics, deconstruction, reader-response theory and including such special perspectives as psychoanalytic, Marxist and feminist criticism. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements 5 quarter hours; 3 semester hours

LAE434 Shakespeare and Elizabethan Drama
Study of the Elizabethan stage and Elizabethan-Jacobean drama and the development of Shakespeare’s dramatic art. Students read selected comedies, tragedies and histories by Shakespeare and some of his contemporaries. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements 5 quarter hours; 3 semester hours

LAE450 Fundamentals of Journalism
Introduction to various kinds of journalistic writing appropriate to newspapers, magazines and other periodicals. News-writing, feature-writing, and interviewing are some of the journalistic types covered. Liability laws, guidelines pertaining to plagiarism, copyright laws, and journalistic ethics are discussed. Prerequisite: LAE102 or equivalent. Counts in the Communications Area of General Education Requirements 5 quarter hours; 3 semester hours
**LAE455  Latino Literature in the U.S.**

In this contemporary literature course, students explore the fiction of major Latino writers in the U.S. Students read and examine a selection of representative texts of authors who portray the complex realities of the fastest-growing minority population in the United States. Teaching, class discussions, readings, written work and testing are in English. (Also active as APL455) Prerequisite(s): DAL (for Spanish majors) - APL325 - Introduction to Spanish Written Texts; APL 320 - Spanish Grammar and Composition; APL330 - Geography and Cultures of the Spanish-Speaking World; APL450 - 20th Century Latin American Literature; APL415 - Spanish Translation and Editing Skills; or consent of department. English and Philosophy - LAE101 - English Composition I; LAE102 - English Composition II; or consent of the department. 5 quarter hours

**LAE460  Editing and Publishing the Small Journal**

A course introducing students to the practical skills involved in editing, managing, and publishing a small periodical-for a school, a corporation, or any other enterprise which needs to publish information for its own community or for the public. Some students may get hands-on experience by working with the college’s own public relations office or possibly with the school yearbook or newspaper. Journalistic ethics, reporting techniques, and liability laws will also be covered. Most importantly, course introduces students to desktop-publishing software-both Apple and IBM-compatible. More traditional methods of working with printers are also explained. Prerequisite: LAE102 or equivalent. Counts in the Communications Area of General Education Requirements 5 quarter hours; 3 semester hours

**LAE461  Writing Promotional and Advertising Copy**

A course taught by professionals in the field of advertising and promotion. Students receive coaching and practice in writing spots for radio and television, as well as layout and design for print media and direct mail. Public relations strategies are introduced: how advertising builds and communicates the corporate image. Available markets for writers will be explored. Speakers will discuss working for agencies and writing freelance. Prerequisite: LAE102 or equivalent. Counts in the Communications Area of General Education Requirements 5 quarter hours; 3 semester hours

**LAE465  Creative Writing: Humor**

An initial discussion of the basic principles of humor, followed by an overview of specific types of humor-writing. This course analyzes various styles of humor, such as iconoclasm, absurdism, exaggeration, "gallows humor," "Jewish humor," etc., in order to imitate their techniques in weekly written assignments. Each student works on development of his or her own comic "voice." Prerequisite: LAE102 or equivalent. Counts in the Communications Area of General Education Requirements 5 quarter hours; 3 semester hours

**LAE490  English Independent Study**

Opportunity for students in this major or concentration to pursue acceptable study in an aspect of literature or writing independently. Students are assigned to department advisors for guidance and tutoring. 2-5 quarter hours

**LAE492A, LAE492B, LAE492C  Methods of Research for Writers I, II, and III**

A course which teaches writers how to do basic secondary research in a variety of areas likely to be relevant to their future writing, such as: psychology, physiology and medicine, education, literature and the arts, history, natural science, etc. Students must show they can use traditional printed materials as well as computer-assisted research. Instructor reviews guidelines pertaining to plagiarism and copyright laws. Students write a brief, researched paper.

This course is usually taught in modules of 2 quarter hours or 1 semester hour per module with a different module being offered each term: LAE 492A in fall, LAE 492B in winter, LAE 492C in spring. Each module covers different discipline areas, responding to student needs. Students can request current academic year’s agenda from the English Department. (This is not a writing-intensive course; Contrast LAE501: Writing from Reading.) Counts in the Communications Area of General Education Requirements 2 quarter hours per module; 1 semester hour per module.

**LAE495  English Special Topic**

Opportunity for students and faculty to create a course topic not on the regular schedule. (A recent example: The Sixties: Evolution and Revolution.) Students may register for more than one Special Topic in the course of their degree program. 2-5 quarter hours

**LAE499  English Seminar**

A course designed by faculty and students, from time to time, in which students assume a major responsibility for course materials and content, in conventional seminar fashion, with the instructor acting primarily as advisor and evaluator. Prerequisite: consent of instructor. 1-5 quarter hours; 1-3 semester hours

**LAE500  Advanced Expository Writing**

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

**LAE501  Writing from Reading: Research, Reports, and Summaries**

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

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

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

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

LAE506 Writing and Reading Oral History
Oral history constitutes the accounts of personal and public events as told by ordinary people. Students learn how to interview ordinary people, how to assemble the history of major events as seen through the eyes of ordinary people and how to analyze literature based on oral histories. Students are guided in using oral history as a basis for their own nonfiction writing. Books by Studs Terkel, Alex Kotlowitz, James McBride and plays by Anna Deavere Smith are used. Prerequisite(s): Graduate status or permission of instructor. 3 semester hours or 5 quarter hours

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

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

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

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

LAE517 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

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

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

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

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

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

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

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

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

Fine Arts
Art
LAA - Liberal Arts and Sciences - Art

LAA110 Introduction to Art
Study of the structure and organizing principles of art, studio problems in two-dimensional and three-dimensional design. Students are introduced to the basic concepts of art history: chronology, stylistic development, and iconography related to the historical context. Counts in the Fine Arts Area of General Education Requirements. 2 quarter hours

LAA300 Ceramics
Fundamental concepts in design and production of pottery and ceramic sculpture; development of technical skills and processes. Students produce ceramics by various methods of hand-building and wheel-throwing incorporating decorative and surface techniques. Trips to galleries and museums included. Counts in the Fine Arts Area of General Education Requirements. 2-5 quarter hours

LAA301 Design
This is a course on the elements and principles of visual design. Students will be given the opportunity to read, observe and develop their knowledge about design through hands-on experiences. A series of projects will be assigned throughout the term. This course counts in the Fine Arts Area of General Education Requirements. Prerequisite(s): None. 2-5 quarter hours

LAA302 Drawing
Students study and practice fundamental drawing and compositional concepts; basic drawing materials explored; drawing from observation and imagination included. Individual potential emphasized. Counts in the Fine Arts Area of General Education Requirements. 2-5 quarter hours

LAA303 Fiber Workshop
Design and production of two- and three-dimensional objects from natural and synthetic fibers. Studio projects of various processes and techniques including knotting, weaving, wrapping, hooking, stitchery, applique and fiber sculpture. Counts in the Fine Arts Area of General Education Requirements. 2-5 quarter hours

LAA304 Mixed Media
Exploration of various traditional and nontraditional materials in two- and three-dimensional formats. Examples: drawing, painting, fiber, clay, and others. Counts in the Fine Arts Area of
General Education Requirements.  2-5 quarter hours

LAA305  Modeling and Sculpture
Fundamental concepts of three-dimensional design and development of technical skills and processes. Students produce sculpture in a range of methods and materials including clay, fiber, plaster, wood, fiberglass, and acrylic. Counts in the Fine Arts Area of General Education Requirements.  2-5 quarter hours

LAA306  Painting
Fundamental concepts in design and composition, and development of technical skills and processes. Students paint in the studio and on location. Trips to galleries and museums included. Counts in the Fine Arts Area of General Education Requirements.  2-5 quarter hours

LAA310  Mexican Art
Introduction to the history of Mexican Art through an anthropological examination of the religions, myths, histories and artifacts created by the indigenous peoples of Mexico from the Preclassic Period (200 B.C. - 300 A.D.) to the modern era. Counts in the Humanities or Fine Arts Areas of General Education Requirements.  2-5 quarter hours

LAA320  African Art
Introduction to the art of the peoples of West and Central Africa through an anthropological examination of the religions, myths, histories, and artifacts created by these peoples. Counts in the Humanities or Fine Arts Areas of General Education Requirements.  2-5 quarter hours

LAA321  Sources and Development of American Art
Foreign and native influences on the development of painting, sculpture, architecture, and the crafts of the United States. Study of societal conditions under which art styles originate: religious, political, economic, and cultural contexts. Examination of all forms of visual expression from the colonial period to the present time with emphasis on contributions of specific artists. Gallery and museum trips included. Counts in the Humanities or Fine Arts Areas of General Education Requirements.  2-5 quarter hours

LAA322  Nineteenth and Twentieth Century Art
Development of painting, sculpture, architecture and the crafts in Europe and the United States during the 19th and 20th centuries. Students study relationships between art of a period and societal context, including political events, economic trends, and technological advances of the time. Emphasis on the contributions of specific artists. Gallery and museum trips included. Counts in the Humanities or Fine Arts Areas of General Education Requirements.  2-5 quarter hours

LAA323  History of Far Eastern Art
Study of art and architectural styles of China, Japan and India from the dawn of history to present day. Contributions of Eastern Asia to art and humanity will also be explored. Counts in the Humanities or Fine Arts Areas of General Education Requirements.  2-5 quarter hours

LAA490  Art Independent Study
Students concentrating in art have the opportunity to pursue independent study in studio, art history, or art education after completing, with excellence, a basic course in the chosen area of study.  1-6 quarter hours

LAA495  Art Special Topic
Topics offered will reflect the current interest of students. Topics may vary from quarter to quarter; this course may be taken more than once. Examples of topics are Jewelry, Creative Lettering and Graphic Design, and Art for the Exceptional Learner.  1-6 quarter hours

Music

LAU - Liberal Arts and Sciences - Music

LAU110  Introduction to Music
Introduction to the basic elements of music and the use of musical components in the style periods of Western Music. The course will focus on increasing musical perception and the development of analytical listening skills. Counts in the Fine Arts Area of General Education Requirements.  2 quarter hours

LAU205  Musicianship I
Development of listening, sightsinging and keyboard skills. Course will include the study of melodic and rhythmic notation, scales, key signatures, rhythmic patterns and melodic and harmonic intervals through written and aural exercises. Prerequisite: LAU110. Counts in the Fine Arts Area of General Education Requirements.  2 quarter hours

LAU206  Musicianship II
Continuation of Musicianship I; course will further explore melodic and rhythmic notation, rhythmic patterns and harmonic structures through written and aural exercises. Prerequisites: LAU110 and LAU205. Counts in the Fine Arts Area of General Education Requirements.  2 quarter hours

LAU207  Musicianship III
Continuation of Musicianship I and II; course will further explore melodic, rhythmic and harmonic notation, rhythmic patterns and harmonic structures through written and aural exercises. Prerequisites: LAU110, LAU205 and LAU206. Counts in the Fine Arts Area of General Education Requirements.  2 quarter hours

LAU210  Music Theory
Development of skills required to interpret the relationship between musical elements in any composition. Course will include the in-depth study of musical notation, melody, rhythm,
voice leading, harmony and form. Prerequisites: LAU110 and LAU205, LAU206 and LAU207. Counts in the Fine Arts Area of General Education Requirements. 5 quarter hours

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

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

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

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

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

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

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

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

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

**LAU495 Music Special Topic**
A music offering of special interest in an area of music, including but not limited to music theory, individual instruction, music education, music history and literature or current issues in music performance. Students register for the course more than once as the topic may vary each term. 2-5 quarter hours

**LAU499 Music Seminar**
This course will cover any topic in the field of music not taught within the regularly scheduled course offerings. Offered by decision of the department, Music Seminar represents the opportunity for students to pursue an in-depth exploration of music in an area of performance interpretation, musicology, music theory, pedagogy or music education. 5 quarter hours

**Theatre Arts**

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

**LAT210 Effective Speaking**
Through a series of speeches, students learn to improve their diction, articulation, vocal performance, gestures, poise, and organization of ideas. Counts in the Communications Area of General Education Requirements. 3-5 quarter hours

**LAT212 Oral Interpretation of Literature**
A performing arts course in which students learn and apply techniques of reading aloud through selections of prose and poetry. Literary analysis included. Counts in Communications or Humanities Areas of General Education Requirements. 5 quarter hours
LAT213  Oral Interpretation of Drama
A performing arts course in which students learn and apply techniques of reading aloud through selections of dramatic literature. Conventions of reader's theatre and chamber theatre included. Counts in Communications or Humanities Areas of General Education Requirements. 5 quarter hours

LAT214  Acting I
Creative body movement, character analysis, characterization, and improvisation studied in this performing arts course. Appreciation and evaluation of acting techniques through observation. Counts in the Fine Arts Area of General Education Requirements. 5 quarter hours

LAT220  Introduction to Theatre
Introductory course focusing on the nature of theatre, analysis, and interpretation of dramatic literature, dramatic style, and theatrical convention. Includes a study of the development of the physical stage. Counts in Humanities or Fine Arts Areas of General Education Requirements. 5 quarter hours

LAT223  Children's Theatre
A survey course in Children’s Theatre. Students evaluate children's scripts, participate in the Children’s Theatre Touring Company, observe various methods of directing plays for children, and discuss the philosophical base of theatre for children. Counts in Fine Arts Area of General Education Requirements. 5 quarter hours

LAT230  Stagecraft
Basic design and stagecraft course. Through work on individual design project, students develop skills in mechanical drawing and rendering of theatrical designs. Basic competency in scenery construction and stage lighting is achieved through participation in a full-scale College production. This course cannot apply toward the required English or speech elective for the B.A. degree. Counts in Fine Arts Area of General Education Requirements. 5 quarter hours

LAT231  Creative Drama
Students receive practical experience in the use of drama in the classroom. The Demonstration School provides opportunities to work on techniques and ideas of creative dramas with children. A comparative study of informal play making and formal children's theatre discussed and developed in class. Counts in Communications or Fine Arts Areas of General Education Requirements. 5 quarter hours

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

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

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

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

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

LAT305  The American Family in Popular Film
The goal of this course is to understand the social, economic, and historical contexts that have shaped our picture of the American family in its many configurations, and to question the ideals and realities that underlie this picture. Both in class and at home, students will study Hollywood depictions of the Ideal Family, as well as the specific circumstances that change the dynamics within particular families such as single-parent and immigrant households. This course will also examine how popular film genres challenge the strength of the family even as they confirm it. This course may be used as an elective to fulfill the Fine Arts and Humanities General Education requirement and may also be applied to a Fine Arts major. Prerequisite(s): none.  5 quarter hours

LAT312  Theme-Oriented Drama
This participation class in creative drama focuses on the design and implementation of theme-oriented drama. Course culminates with students constructing and leading dramas with class participants. Counts in Fine Arts Area of General Education Requirements.  5 quarter hours

LAT316  Advanced Children's Theatre
Students observe and evaluate activities used in the Demonstration School; participation will often be requested. The philosophy, techniques, and materials of creative dramatics are discussed and developed in class. Counts in Communications or Fine Arts Areas of General Education Requirements.  5 quarter hours

LAT320  Storytelling and Story Theatre
Students will learn to unify the telling of stories through the spoken word and theatrical convention. A studio course designed to sensitize students to the dramatic components of a story while empowering them to bring it to life. Counts in Communications or Humanities or Fine Arts Areas of General Education Requirements.  5 quarter hours

LAT324  Minority Theatre
The study of major western plays written by minority playwrights in a historical and contemporary context. Will focus largely on common minority social issues as represented in modern and contemporary dramatic literature. Prerequisites: LAT220 and LAT221. Counts in Humanities or Fine Arts Areas of General Education Requirements.  5 quarter hours

LAT326  Women in Theatre
An examination of the role of women in the theatre, placed in an historical and contemporary context. Largely a survey course focusing on plays by, for, and about women. Prerequisites: LAT220 and LAT221. Counts in Humanities or Fine Arts Areas of General Education Requirements.  5 quarter hours

LAT330  Theatre History and Literature I
A comprehensive survey of the history of the theatre as examined through the aid of plays and background materials. Aspects of the theatrical production of each period discussed, as well as trends in production traced from the origin of theatre to the Renaissance. Prerequisite: LAT220. Counts in Humanities or Fine Arts Areas of General Education Requirements.  5 quarter hours

LAT332  Modern Drama
A continuation of the history of the theatre and drama. Representative plays from America, Britain, and the Continent of the last 125 years studied, with emphasis on the various types of dramatic structure. Human situations of concern to the dramatist, as well as social, political, and psychological trends of the 20th century discussed. Counts in Humanities or Fine Arts Areas of General Education Requirements.  5 quarter hours

LAT333  Stage Directing
Study of the art of stage directing includes advanced script analysis and preparation, character analysis, and staging techniques. A studio course culminating in student-directed one-act plays. Prerequisite: LAT220, LAT230 and LAT221 or consent of instructor. Counts in Communications or Humanities or Fine Arts Areas of General Education Requirements.  5 quarter hours

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

LAT440  Professional Communication
This course is designed to present an in depth examination of the communication process which involves theoretical perspectives, interpersonal communication and communication in the workplace. Counts in the Communications Area of General Education Requirements.  3-4 quarter hours

LAT490  Theatre Arts/Independent Study
Working closely with theatre faculty, students may pursue independently an accepted area of study within the spectrum of theatre arts.  1-6 quarter hours
Health Studies Courses

AHA-Health Studies Administration

AHA400 Statistical Methods and Research
Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing and evaluating a problem they would solve in their work or a vocational environment. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance and constructing questionnaires. 5 quarter hours

AHA423 Topics in Allied Health
Critical evaluation and integration of theory and practice via problem-solving seminars. Includes examination of current theories and related topics. 3 quarter hours

AHA424 Health Law
An examination of the law and the legal system which regulate the health care profession. Topics include: medical malpractice; consent confidentiality and medical records; the liability of health professionals, civil and criminal; risk management; quality assurance; rights of patients to refuse treatment; and current topics. 5 quarter hours

AHA429 Current Issues in Health Care
A survey of current topics in the health care field, identifying problems, paradoxes and parameters of such issues as self-help groups, patient advocacy, current trends, research, and the politics of health care. 1 quarter hour

AHA480 Administrative Preceptorship in Allied Health
An assignment of students to an administrative position in a hospital or department for practical application of administrative skills with cooperative planning by supervising administrators and the faculty from the Department of Allied Health for organized exposure to a broad spectrum of work situations. Prerequisite: Instructor permission. 5 or 10 quarter hours

AHA491A Research Project I
Students prepare part one of a written research project that examines a problem related to their occupation or avocation. Periodic progress reports will be given regardless of the status of the project. 2 quarter hours

AHA491B Research Project II
Students complete their independent research projects and present them to the instructor(s) in written form and to their classmates orally. 5 quarter hours

AHC-Health Studies Clinical

AHC408 Phlebotomy
Anatomy of circulatory system and application of appropriate blood collection techniques are covered. Practice of the skill is included. Interpersonal relations, communication, and legal and ethical behaviors are stressed. 3 quarter hours

AHC409 Clinical Laboratory Science Management/Education
Application and synthesis of the multiple aspects of education and management in laboratory science area. Prerequisite: Instructor permission. 2-5 quarter hours

AHC420 Pathology
Study of patterns, causes, mechanisms and effects of disease. Covers cellular adaptations, injury, and death. Includes neoplasia and developmental/genetic factors in disease. Addresses all organ system pathologies. Prerequisites: LAN110, LAN200, LAN205 or instructor permission. 5 quarter hours

AHC490 Health Studies/Independent Study
Under faculty supervision, students design and complete an independent inquiry into a health topic of personal interest. Since topics change, the course may be repeated for credit. Prerequisite: Instructor permission. 1-6 quarter hours

AHC495 Health Studies/Special Topic
Opportunity for faculty and students to address a health topic not taught within the regular course offerings. Since topics change, the course may be repeated for credit. Prerequisite: Instructor permission. 2-5 quarter hours

AHC499 Health Studies/Current Topics
A seminar course examining selected current topics in health studies. Since topics change, the course may be repeated for credit. Prerequisite: Junior/Senior standing and instructor permission. 2-5 quarter hours

AHC499A Current Topics in Respiratory Care I
A seminar dealing with current topics relating to respiratory care specialties. Student presentations may include clinical case studies, current literature reviews, and research of assigned topics. Prerequisite: Instructor permission. 2 quarter hours

AHC499B Current Topics in Respiratory Care II
A seminar dealing with current topics encountered in the final quarter of clinical practice. Student presentations may include clinical case studies, current literature review, and research of assigned topics. Prerequisite: Instructor permission. 2 quarter hours
AHE-Health Studies Education

AHE420 Instructional Methods in Allied Health Education
Emphasis upon presentation skills, including: set induction, fluency in asking questions, achieving closure, etc. Instructional techniques include micro-laboratory sessions and videotape playback for critique and evaluation. 5 quarter hours

AHE421 Curriculum Development in Allied Health
Techniques of planning, organizing, and administering each facet of the continuum for total curriculum development. Intra- and extra-institutional forces upon a curriculum and concepts involving the relationships of courses within a curriculum are examined. 5 quarter hours

AHE422 Clinical Assessment
A systematic approach to clinical assessment, focusing upon the processes involved in designing evaluative instruments for measuring clinical performance. 2 to 5 quarter hours

AHE480 Student Teaching in Allied Health
Students are assigned to a community college or hospital program for practical application of teaching skills in allied health with cooperative planning by supervising teachers and faculty from the Department of Allied Health for an organized exposure to a broad spectrum of teaching situations. 5 or 10 quarter hours

AHG-Health Studies General

AHG105 The Science of Health and Nutrition (Formerly LAR120, PEA101)
Exploration of factors that affect growth, development and the disease process. The inter-relationship between heredity, lifestyle choices and environment is examined and applied to personal lifestyle decisions. The Science of Health and Nutrition is offered regularly and satisfies the general education Health and Physical Education requirement for Education students. 3-5 quarter hours

AHG260 Emergency Medical Technician Training
The Emergency Medical Technician (EMT) is a professional-level provider of emergency care for the prehospital assessment and treatment of the sick or injured patient. The EMT Training course instructs individuals in the skills necessary to meet the physical and emotional needs of the patient at the emergency scene and through transport and transfer to a medical facility. The course provides the instruction necessary to meet state certification requirements (Illinois Department of Transportation examination) and is a prerequisite for paramedic training. Offered at Evanston Northwestern Healthcare - Evanston Hospital. 5 quarter hours

AHG325 Death, Dying, and Near-Death Experiences - Implications in Health Care
Health care professionals often encounter patients who report having experienced phenomenon known as near-death experience. This course will explore this phenomenon and provide health care professionals with insight into this experience in order to be better prepared to assist their patients who have had a near-death experience. Prerequisite(s): Admission to National-Louis University. Counts in the Humanities Area of General Education Requirements. (Also offered as LAH325). 5 quarter hours

AHG495 Allied Health Special Topic
Usually a technical topic which applies to one or more of the health disciplines. Students may register for this course more than once since the topic varies each quarter. 2 to 5 quarter hours

AHG499 Allied Health Seminar
This seminar is designed to facilitate communication and sharing of resources between students and faculty involved in the Allied Health Concentration. Topics of current interest to health care professionals will be examined. New students and those involved in off-campus learning activities (e.g., student teaching or preceptorships) are expected to participate. (This course may be repeated.) Prerequisite: Consent of instructor. 3 quarter hours

Interdisciplinary

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

Interdisciplinary Studies (INT)

INT100 Information Literacy and Library Research Techniques
This course emphasizes the concepts and competencies of information literacy, the evaluation of information, the organization of libraries, the classification of knowledge, and the basic skills of research. This course will introduce the student to library research resources such as electronic journals, full-text databases, the online catalog of print and electronic books, the Internet, and other library materials. 2 quarter hours

INT101 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
INT200  Utilization of Instructional Media I
A laboratory approach is used to emphasize and develop sound principles of selection, utilization, and evaluation of a wide variety of media found in elementary schools today. Included are motion picture projection, audio recording techniques, graphic displays, videotape recording, and multimedia presentations. Students demonstrate utilization and production of specific media formats.  1 quarter hour each

INT201  Utilization of Instructional Media II

INT300  Blueprints for Lifelong Learning
The course provides individual guidance for adults who wish to examine and evaluate their current educational and career development. Assistance is provided in determining professional goals, culminating in a "blueprint" or academic/professional plan to attain these goals within a prescribed time frame. Prerequisite: Previous postsecondary education.  2 quarter hours

INT301  Perspectives on Prior Learning
Principles and practices of prior learning and its assessment will be surveyed. Learning obtained through personal and professional experiences will be analyzed. Students will prepare a portfolio documenting this prior learning. Prerequisite: Admission to the university and at least 45 quarter hours of previous college course work.  2 quarter hours

INT305  Dynamics of Group and Organizational Behavior
Study of formal and informal small group and organizational behavior. Experiential learning exercises and analysis of real groups and organizations provide a basis for concept development. Prerequisite: junior or senior standing. (May be used for Psychology, Social Science, Health Studies, and Management credit.) Counts in Social Science or Behavioral Science Areas of General Education Requirements.  5 quarter hours

INT310  Research Methods in the Behavioral Sciences
Problem analysis, review and selection of appropriate data-gathering techniques, reporting systems, and research design evaluation. Prerequisite: junior or senior standing. (May be used for Psychology, Human Services, Social Science and Allied Health credit.) Counts in Quantitative Reasoning or Social Science or Behavioral Science Areas of General Education Requirements.  3-5 quarter hours

INT315  Women in Society
This course is designed to study women in the past, present, and future. Students will analyze the impact of society on women and men by studying economic, political, psychological, anthropological, social, historical, and health issues as they directly relate to women. Prerequisite: 100-level Human Services or 100-level Psychology or 100-level Social Science course. Counts in Social Science or Behavioral Science Areas of General Education Requirements.  5 quarter hours

INT400  Career Assessment and Planning
An analysis of learning experiences contributing to personal and career growth, preparation of a portfolio describing these experiences. Exercises in goal setting and time management.  2-5 quarter hours

INT410  Leadership in a Changing World
Students will study the process of leadership from a broad and varied perspective. Leadership will be defined, and will be delineated from the role of the manager. Various leadership theories will be explored, as well as differing approaches to leadership (including small work team leadership, behavioral approaches to leadership, and situational leadership). The characteristics and values of leaders will be explored, as well as leader performance problems and challenges. Students will explore future trends in leadership including its importance in a global context, as well as, in regard to their own lives. Prerequisites: All prior courses in the program sequence.  5 quarter hours

INT420  Dynamics of Significant Relationships
This course is an interdisciplinary study of significant relationships in peoples' lives using concepts drawn from the social and behavioral sciences. Relationships studied include acquaintances, kinship ties, coworkers, same-gender friendships, male-female relationships, mentors, and cross-cultural friends. The dynamics of these relationships including the functions they serve, their development, and their importance will be studied. Recommended: Lower division Social Science or Human Services courses. Counts in Social Science or Behavioral Science Areas of General Education Requirements.  5 quarter hours

INT430  Methods of Inquiry in the Behavioral Sciences
Students will be introduced to the basic concepts, methods and tools employed in the research process. Emphasis is placed on practical applications of these ideas, with the central goal being to provide students the opportunity to learn the methods of social science research by conducting small projects of their own. Prerequisite(s): Good standing in the Applied Behavioral Sciences program.  4-5 quarter hours

INT490  Independent Study in the Behavioral Sciences
Students will plan and conduct a self-directed inquiry into a research question of interest. This independent study will be guided by concepts presented and developed in Methods of Inquiry in the Behavioral Sciences.  2 quarter hours

INT491C  Field Study/Project Advisement
Provides advisement to students who have completed the undergraduate field experience program in order that they may satisfactorily complete their work on the required applied research project. Course shall be graded "P" (Satisfactory) or "I" (In-Progress); credit does not count toward graduation requirements; the course may be repeated.  1 quarter hour
INT506  Media Selection and Delivery in Educational Programs
Reviews criteria for the selection and utilization of instructional media in relation to audience, content, media characteristics, and instructional methods. Presents a systematic approach for the integration of media into educational programs. 2-3 semester hours

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

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

INT512B  Research/Data Analysis
Explores basic ways to analyze, summarize, and report data. Introduces student to principles and methods of quantification, measures of central tendency and dispersion, and basic parametric and nonparametric statistical tests. 2 semester hours

INT519  Principles and Methods of Group Communication
Develops sensitivity to group communication processes and helps identify leadership and interpersonal communication styles which are appropriate for differing tasks and contexts. 2-3 semester hours

Mathematics

LAM-Liberal Arts and Sciences-Mathematics

LAM100A  Prealgebra
This developmental course presents a review of arithmetic operations and basic mathematical principles. Topics covered include estimation, operations with fractions and decimals, signed numbers, percent, ratio, proportion, exponents, word problems, and an introduction to algebra. The course is divided between arithmetic and elementary algebra topics. There is a major emphasis on converting word phrases and sentences into algebraic form. Problem solving techniques with practical applications are emphasized. The use of appropriate technology is integrated throughout the course. This developmental course earns elective credits but does not apply towards requirements in general education or a concentration. (Total degree credit for developmental courses is limited to 5 quarter hours.) To be taken on a Pass/No Credit basis. 5 quarter hours

LAM100B  Basic Algebra
This developmental course includes the fundamental operations of algebra and is intended for students who lack credit in high school algebra or need a review of the subject matter. Topics covered include number systems, integer and rational number arithmetic, integer exponents, solutions of first degree equations and inequalities in one and two variables, polynomial operations, factoring polynomials, literal equations, graphing linear equations and inequalities, radical expressions, and solutions of second degree equations. Problem solving techniques with practical applications are emphasized. Use of appropriate technology is integrated throughout the course. This developmental course earns elective credits but does not apply towards requirements in general education or a concentration. (Total degree credit for developmental courses is limited to 5 quarter hours.) To be taken on a Pass/No Credit basis. Prerequisite: Placement or LAM100A. 5 quarter hours

This developmental course can only be used for elective credit. Total degree credit for developmental courses is limited to 5 quarter hours.

LAM106  Basic Statistics
An introduction to descriptive and inferential statistics for liberal arts, psychology, and human service students whose background in mathematics is insufficient for LAM216 Statistical Methods. This course teaches students how to think about statistical issues and de-emphasizes mathematical computation. Its purpose is to help students analyze data and use basic statistical methods with understanding. Topics include: experimental design, data distributions, graphing techniques, measures of central tendency and dispersion, the normal curve, correlation, regression, and hypothesis testing. A graphing calculator will be required for this course. This course does not apply toward any math concentration and is not IAI transferable as a general education mathematics requirement. Note: Since LAM106 and LAM216 cover essentially the same topics, but at two different levels, they may not both be taken for graduation credit. Prerequisites: LAM100B (Basic Algebra) or equivalent or placement. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM107  Utilization of Microcomputers
An entry-level survey course providing students with a strong base of knowledge about the broad aspects of microcomputer utilization. Acquisition of rudimentary knowledge of data bases, spreadsheets, word processing, and software selection through extensive demonstration and hands-on experience. Not used for math credit. 2 quarter hours

LAM108  Overview of Computers
Introduction to the concepts of computers, information processing, programming, and the impact of computers on
COURSE DESCRIPTIONS

LAM109  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. 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 LAM218 Statistical Methods. 5 quarter hours

LAM110  College Mathematics/Application of Mathematical Ideas
This course provides the basic preparation for more specialized courses in mathematics as determined by the student’s major. The intermediate algebra topics of the course are a prerequisite for transferable college mathematics courses. Topics include graphical, symbolic, and numeric solutions of problems, number systems, integer and rational exponents, radicals, functions, first and second degree equations and inequalities, systems of equations and inequalities, measurement, and geometry. Although emphasis is placed on the development of algebraic skills, problem solving is a main component of the course. A graphing calculator is required. The course does not apply toward a math concentration or major and is not IAI transferable as a general education requirement. Prerequisites: LAM100A and LAM100B or placement. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM111  Logarithm/Trigonometry Unit for Allied Health Students
This module surveys exponential and logarithmic functions and their graphs, computations with logarithms and computational right triangle trigonometry and their applications. Required of Allied Health students who take LAM110 College Mathematics to fulfill their mathematics requirement. To be taken on a Pass/No Credit basis. This course may be applied as a free elective, but not toward a mathematics major or minor concentration. Prerequisite: LAM110 or concurrent enrollment. Counts in the Quantitative Reasoning Area of General Education Requirements. 1 quarter hour

LAM112  Math Content for Teachers I
(formerly Concepts of Mathematics)
This course focuses on mathematical reasoning and problem solving. It examines the underlying conceptual framework of the elementary mathematics topics of sets, numeration and number systems, whole number operations, number theory, and operations and algorithms using rational numbers expressed as fractions and decimals. Estimation, models, graphs, and manipulatives are used in a variety of problem-solving situations. The two course sequence of LAM112 and LAM213 is required for students in Early Childhood Teacher Education and Elementary Teacher Education. A weekly lab component is required. Prerequisites: LAM110 or placement. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM113  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

LAM130  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

LAM213  Math Content for Teachers II
This course focuses on mathematical reasoning and problem solving. It examines the underlying conceptual framework of the elementary mathematics topics of algebra and informal
geometric, metric measurement, rational and real number operations, percent, probability, and statistics. Estimation, models, graphs, and manipulatives are used in a variety of problem-solving situations. The two course sequence of LAM112 and LAM213 is required for students in Early Childhood Teacher Education and Elementary Teacher Education. A weekly lab component is required. Prerequisites: LAM110 and LAM112. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM214 Mathematics for Management Science
An introduction to mathematical topics with applications to business, economics, and the social sciences. Topics will include linear equations and matrices; systems of linear inequalities and linear programming; simplex method; determinants, matrices and matrix algebra; introduction to statistics; game theory, Markov chain methods, and mathematical modeling; and the mathematics of finance. Computing technology will be integrated throughout the course with an emphasis on problem-solving. This course applies toward the mathematics concentration. Prerequisite: LAM110 or LAM112 or placement. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM216 Statistical Methods
Examination of the application of statistical description and inference in business, psychology, and science. Topics include: frequency distributions, graphing techniques, measures of central tendency and dispersion, normal distribution, correlations, regression, probability and sampling methods, hypothesis testing and decision making, t-tests and analysis of variance. This course does not apply toward the math concentration for education majors. Prerequisite: LAM110 or placement. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM220 College Algebra
The fundamental concepts of college algebra including absolute value, factoring and roots, operations with rational exponents, and graphing are examined. Topics developed include systems of equations and inequalities, matrices and determinants, the theory of polynomials, trigonometric functions, and exponential and logarithmic functions. This course applies toward the math concentration. Prerequisite: LAM110 or placement. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM225 Quantitative Methods in the Workplace
Using the context of economics, the course emphasizes the communication and interpretation of mathematical ideas, interpreting and constructing graphs and charts, and estimation and prediction. These concepts are explored with the assistance of a computer-based word processor, spreadsheet, and database. This course is designed for field-based programs. Prerequisite: Sophomore standing and academic skills assessment. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM301 Mathematics Content for Teachers: Problem Solving
This course provides the students with nonroutine problem-solving experiences in a variety of situations for the purpose of improving problem-solving skills. Specifically, the course emphasizes three aspects of problem solving: problem-solving strategies, problem solving in subject areas, and problem creation. It is intended primarily as a content course for prospective elementary or middle school teachers. This course applies toward the mathematics concentration. Prerequisites: LAM110, LAM112, and LAM213 required, LAM220 recommended. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM303 Computer Programming I
This course 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

LAM305 Computer Programming II
This course is a continuation of Computer Programming I (LAM303). It emphasizes data structures such as files, set pointers, lists, stacks, queues, trees, and graphs, and explores text processing, recursion, searching, and sorting. The course investigates the design and implementation of large scale problems. This course applies toward the mathematics concentration. Prerequisite: LAM303 or equivalent. 5 quarter hours

LAM307 Investigatory Geometry and Measurement
This course investigates geometry and measurement and relates these to nature, art, and mathematical thought. Use of concrete materials and problem-solving techniques are included. Inductive approach provides students with another point of view as well as additional knowledge and skills. This course applies toward the mathematics concentration. Prerequisite: LAM213. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM308 Exploratory Probability and Statistics
This course provides a series of learning experiences drawn
from real life problems that develop probability and statistical concepts and processes. These include organizing, presenting, and interpreting data; using probability models and statistical procedures; and developing probability and statistical models. This course applies toward the mathematics concentration. Counts in the Quantitative Reasoning Area of General Education requirements. Prerequisite(s): LAM213 and LAM220. 5 quarter hours

LAM309 Theory of Numbers
This course involves students in discovering, developing, and evolving ideas of elementary number theory. Topics include mathematical induction, divisibility, primes, congruences, and conditional congruences. This course applies toward the mathematics concentration. Prerequisite: LAM220. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM310 Precalculus
This course acquaints students with the topics necessary in the study of calculus, including real numbers, functions, graphs, lines, conic sections, parametric equations, polar coordinates, and analytic geometry of three dimensions. Trigonometric functions, as well as applications in the solution of problems are also studied. This course applies toward the mathematics concentration. Prerequisite: LAM220 or equivalent. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM311 Calculus I
Introductory concepts of calculus presented: limits, continuity, derivatives, techniques of differentiation, applications of derivatives to related rates and extrema problems, Rolle’s Theorem and Mean Value Theorem, antiderivatives, and Fundamental Theorem of Calculus. This course applies toward the mathematics concentration. Prerequisite: LAM310. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM312 Calculus II
Continued applications of the Fundamental Theorem of Calculus: arc length, surface area, centroids, fluid pressure, and work. Other topics include integration formulae, sequences and Riemann sums, transcendental functions, hyperbolic functions, and indeterminate forms. This course applies toward the mathematics concentration. Prerequisite: LAM311. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM313 Calculus III
This course examines advanced techniques of integration, the derivatives and integrals of inverse trigonometric functions and hyperbolic functions, improper integrals, and infinite series. Topics include integration by parts, substitution, partial fractions, trigonometric substitution, and integration with tables. Infinite series, convergence, power series, and Taylor series are also included. This course applies toward the math concentration. Prerequisites: LAM311 Calculus I and LAM312 Calculus II or equivalent. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM315 History of Mathematics: A Problem Solving Approach
A study of the historical development of mathematics and certain mathematical concepts from early times to the present with considerations of the problems that mathematicians have faced. The mathematical emphasis will be on famous theorems from each era. Biographies of mathematicians and historical analyses of each period will be included. This course applies toward the mathematics concentration. Prerequisite: at least one LAM112 or LAM213 and a 200-level mathematics course or equivalent. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM320 Discrete Mathematics
This course provides an introduction to the topics and techniques of discrete methods, combinatorial reasoning, and finite algebraic structures. Set theory, logic, and functions provide the unifying themes as finite systems are studied. Topics include sets, counting, recursion, graph theory, trees, nets, Boolean Algebra, automata, and formal grammars and languages. The nature and importance of the algorithmic approach to problem solving is stressed. This course applies toward the mathematics concentration. Prerequisite: At least one 200-level mathematics course or consent of department. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM325 Linear Programming
This course deals with the problem of minimizing or maximizing a linear function in the presence of linear inequalities. Linear programming is used by decision makers to solve multi-variable, multi-goal problems commonly found in accounting, finance, management, marketing, industry, government, military, and urban planning. Topics include the study of linear inequalities, linear programming problems, and solving problems by the simplex method. This course applies toward the mathematics concentration. Prerequisite: LAM214 or LAM220 or consent of department. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM330 Matrix Algebra
This course presents the most basic laws of matrix algebra. Methods for obtaining a complete solution of any given system of linear equations, homogeneous or nonhomogeneous, are introduced. This method allows extensive use of concrete examples and exercises to facilitate the learning of abstract concepts. This course applies toward the mathematics concentration. Prerequisite: LAM220 or consent of department. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours
LAM350  Modern Algebra
Through a development of the real number system and its subsystems, the structural ideas that underlie arithmetic and algebra are examined. When appropriate, calculators are used to illustrate and apply the properties of real numbers. Roles of symbolic logic, proof, and functions are explored. This course applies toward the mathematics concentration. Prerequisite: LAM311. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM403  Mathematical Probability and Statistics
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

LAM405  Geometry
Major concepts of Euclidean geometry and selected non-Euclidean geometries are examined. Theorems of the reals, incidence, congruence, and distance are proved using a variety of methods. Various interpretations of geometry through numbers, vectors, and transformations of the plane are explored. This course applies toward the mathematics concentration. Prerequisite: LAM311 required; LAM307 recommended. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM410  Linear Algebra
This course is designed to introduce some of the basic concepts and techniques of linear algebra. The emphasis is on intuitive development and application of computational tools. Matrices and systems of equations are used as vehicles for the introduction, application, and interpretation of vector spaces, subspaces, independence, and dimension. This course applies toward the mathematics concentration. Prerequisite: LAM312 or consent of department. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

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

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

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

LAM495  Mathematics Special Topics
A particular aspect of mathematics is selected to be studied in depth. Since the topic varies each term, the course may be taken more than once. Prerequisites: Varies with the topic, at least LAM110, consent of instructor. Counts in the Quantitative Reasoning Area of General Education Requirements. 2-5 quarter hours

LAM499  Mathematics Seminar
Library research and discussion is conducted on a selected problem area. Prerequisites: LAM220, consent of the instructor. Counts in the Quantitative Reasoning Area of General Education Requirements. 2-5 quarter hours

Philosophy

LAH-Liberal Arts and Sciences-Philosophy

LAH110  Introduction to Philosophy
Topics of study include: the nature of philosophy and philosophizing as a human function, how humans form questions and answers concerning the nature of existence, knowledge and values, how vocational philosophers (past and present) offer stimulus and resources for this function. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAH120  Logic and Effective Thinking
This course is an introduction to logic and effective thinking. Logic is the study of the principles of correct reasoning or the study of arguments. "Arguments" means giving reasons to support a conclusion or belief one holds (and perhaps wants to convince others to hold as well). Effective thinking in this course means logical thinking. Thinking will be studied in a systematic way to evaluate whether the reasons given are good reasons or not. Critical thinking will be applied to arguments encountered everyday in news stories, editorials, political speeches, etc. to determine if the arguments meet the requirements of logic.
Prerequisite(s): Enrollment in the Bachelor of Science or Bachelor of Arts degree program. 5 quarter hours

LAH300 Values and Ethical Decision Making
Students examine the development of values on a social and personal level and how these values relate to decision making. Key concepts include understanding the origins of one's own value system, cultural trends that reflect changing values, reviewing decision-making process. Counts in the Humanities Area of General Education Requirements. 3 quarter hours

LAH305 Philosophy of Values and Ethics
Examination of process and criteria for forming and testing values. Study of value experience in cultural and individual contexts; contexts include tradition, scientific inquiry, emotional, and practical concerns. Values are related to ethical obligations. 5 quarter hours

LAH307 Philosophy of Love
Inquiry into the nature and practice of love. Classical/modern sources are related to cross-disciplinary research and literature. The course investigates the organic roles of the cognitive, affective and behavioral functions of persons in love experience and practice. An exploration of realistic strategies for channeling the energies of love into decreasing "human destructiveness" and activating humaneness in all human transactions. Prerequisites: LAE101 English Composition I or consent of instructor. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAH310 Philosophy of Religion
Study of the nature of religious faith, belief, and language in relation to the human methods of attaining meaning and knowledge. The relation of religious commitment to ethical obligations, general cultural values, and life's tragic elements. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAH315 Religions of the World
Survey of the major world religions; empirical study of beliefs, ritual, and ethical commitments within respective cultural contexts. Development of critical principles to structure study. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAH320 Philosophy of Death and Dying
An inquiry into the following themes pertaining to death and dying: (a) historical and contemporary interpretations; (b) emotional and social patterns that compose human treatments of death and dying; (c) the development of a personal philosophy that relates death and the arts of living; (d) the relations between pertinent professionals and dying and/or bereaved clients. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAH325 Death, Dying, and Near-Death Experiences - Implications in Health Care
Health care professionals often encounter patients who report having experienced phenomenon known as near-death experience. This course will explore this phenomenon and provide health care professionals with insight into this experience in order to be better prepared to assist their patients who have had a near-death experience. Prerequisite(s): Admission to National-Louis University. Counts in the Humanities Area of General Education Requirements. (Also offered as AHG325). 5 quarter hours

LAH490 Philosophy Independent Study
Counts in the Humanities Area of General Education Requirements. 2-5 quarter hours

LAH495 Philosophy Special Topics
A philosophy offering of special interest to be studied in depth. May be registered for more than once, since the topic varies each term. Counts in the Humanities Area of General Education Requirements. 2-5 quarter hours

Psychology

LAP-Liberal Arts and Sciences-Psychology

LAP100 General Psychology
This course provides students with an overview of fields of psychology including biological, social, developmental and affective 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

LAP200 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

LAP201 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 six
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

LAP202  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

LAP204  Psychology of Adolescence and Early Adulthood
Different dimensions of adolescent and early adult behavior and development, including puberty, physical and sexual maturation, intellectual development, social and cultural influences, relationship between parents and adolescents and between peers, and heterosexual relationships. Considers personal problems, including mental disorders, drug addiction, suicide, and special education. Career advancement, mate selection, and marriage are also studied. (Developmental Psychology). Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP205  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

LAP300  Adult Development and Learning Assessment
This course focuses on the study of adult development processes and their relationship to learning and change. Key concepts such as traditional learning, experimental learning and learning style theories, adult development stage theories, and personal and professional assessment learning will be covered. (Developmental/Cognitive Psychology). Counts in the Communication or Behavioral Science Areas of General Education Requirements. Prerequisite(s): One previous psychology course for traditional undergraduate students. Applied Behavioral Sciences Program consent for ABS students. 5 quarter hours

LAP302  Psychology of Negotiations
This course covers the psychology of effective negotiation as practiced in a variety of settings. Major 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: 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

LAP303  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 process 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. 5 quarter hours

LAP305  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

LAP306  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

LAP307  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

LAP308 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

LAP310 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

LAP315 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

LAP320 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

LAP321 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, observations, interviews, and assessment. (Personality/Clinical/Developmental/ Community Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): LAP320 - Psychological Assessment of the Young Child Part I. 3 quarter hours

LAP325 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

LAP340 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

LAP342 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

LAP348 Cross-Cultural Communication
This course will cover theoretical and practical knowledge of
154 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

LAP350 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

LAP351 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. 5 quarter hours

LAP352 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

LAP401 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

LAP402 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/3 semester hours

LAP403 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/3 semester hours

LAP411 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/3 semester hours

LAP420 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/3 semester hours

LAP425 Mental Health
Study of basic concepts of mental health, problems of adjustment and ways of coping with life tasks. Experiences designed to enhance self-understanding and growth, as well as interactions with others. Evaluation of different approaches in therapy. Prerequisite: one previous psychology course (Community Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours/3 semester hours

LAP443 Managing Interpersonal Communication 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/3 semester hours

LAP450 Human Sexuality
This course will provide the student with a survey of current views and recent research in the area of human sexuality. Emphasis will be placed on a historical perspective concerning attitudes about sexuality and sexual behavior with particular consideration given to cross-cultural studies. Theoretical positions and research findings will be related to major developmental issues in the human life span and sexuality will be considered as an integral part of human relations and communication. (Developmental/Community Psychology) Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): One previous psychology course. 5 quarter hours/3 semester hours

LAP451 Industrial Psychology
Students will be introduced to a survey of theories and methods that study organizations in search of ways to improve the functioning of person and organization and human benefit in the workplace. Emphasis is placed on ways to be more productive, to increase job satisfaction among employees, and to improve employee/job fit which includes selection and placement. (Organizational Psychology) Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): One previous psychology course or consent of advisor. 5 quarter hours/3 semester hours

LAP490 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 a faculty member. Prerequisite(s): One previous psychology course and consent of the department. 2-5 quarter hours/1-3 semester hours (may be repeated)

LAP495 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. Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): One previous psychology course and consent of department. 2-5 quarter hours (may be repeated)

LAP499 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. Prerequisite(s): One previous psychology course or consent of advisor. 5 quarter hours/3 semester hours

LAP501 Introduction to Psychological Assessment
(Introductory Psychology) Introduction to psychological evaluation, familiarizing the student with different assessment procedures, including categories of tests, observations and implications. Several tests are examined in class, demonstrating standardized administration and the importance of controlling anxiety and establishing rapport with the individual being tested. Importance of the referral question and report reading will be stressed. Prerequisite: one previous psychology course. (Personality/Clinical Psychology) 5 quarter hours/3 semester hours

LAP502 Psychological Assessment II – Intelligence
Assessment of the cognitive abilities utilizing standardized tests including the Wechsler Intelligence Scale for Children III and the Stanford-Binet in a life span perspective. Administration, scoring, and interpretation will be stressed. Sources of bias and consequent limitations will be presented. (Human Development/Health) 5 quarter hours/3 semester hours

LAP503 Psychological Assessment III – Personality
Presentation, demonstration and experience in the various modes of personality assessment. Standardized objective tests will be covered. Emphasis will be placed on the psychometric and personality theories underlying assessment. Sources of bias will be discussed. Administration, scoring and interpretation of these tests will be presented. Prerequisites: graduate
LAP504 Psychological Foundations and Systems
Students will be introduced to major issues concerning the growth and development of psychology from the late 19th through the 20th centuries. Emphasis will be placed on the relationship between developments in psychology and those in the social and natural sciences as well as medicine. The philosophical foundations of psychology will be explored and major schools – psychoanalysis, behaviorism, cognitive/constructivist positions – will be compared and contrasted. [Human Development/Health] 5 quarter hours/3 semester hours

LAP505 Advanced Abnormal Psychology
(formerly LAP404)
Advanced seminar investigating current theoretical and applied questions related to various aspects of abnormal psychology, including anxiety, personality, sexual, childhood and affective disorders, substance abuse, mental retardation, autism, schizophrenia, and selected topics related to therapeutic intervention. Students will analyze issues in abnormal psychology found in the scientific and popular literature and in case studies of abnormal behavior. Prerequisite: One previous course in abnormal psychology and graduate standing; one course in community mental health recommended; senior standing with permission of department. [Personality/Clinical Psychology] 5 quarter hours/3 semester hours

LAP506 Advanced Human Development
A study of the biological, physical, cognitive, emotional, social and personality development of humans from birth through death. Emphasis will be placed on research methodology, including interview and traditional psychological assessment. Normal and pathological aspects of the aging process will be explored. The concepts of prevention and postponement will be incorporated. Prerequisite: seniors with two previous psychology courses and consent of department or graduate standing. [Developmental Psychology] 5 quarter hours/3 semester hours

LAP507 Theories of Cognitive Psychology
(formerly LAP406)
Course will introduce and compare current views of cognitive psychology. Will examine theoretical models explaining cognition. Consideration will be given to the genetic approach; to the construction of knowledge (Piaget); to the relationship between language acquisition and cognitive activity (Vygotsky); to the development of moral and ethical principles (Kohlberg). Course will analyze theoretical models of the information processing approach (Sternberg) and will examine the social and developmental aspects of cognition. Prerequisite: junior, senior or graduate standing and one previous course in general psychology, human development or psychology of learning. [Cognitive/Experimental Psychology] 5 quarter hours/3 semester hours

LAP508 Interpersonal Development
This course examines contemporary cognitive developmental, ego developmental and psychoanalytical object relations stage theories of interpersonal development. The psychological and philosophical antecedents of these theories will be presented. Assumptions and issues related to the philosophical concepts of unity/duality; psychological isolation of thought, feeling and action; and societal considerations related to autonomy/community will be pursued. [Human Development] 5 quarter hours/3 semester hours

LAP509 Advanced Social Psychology
An advanced study of individual behavior in groups. The major theories of persuasion, group dynamics and role behavior will be examined. Students will design and conduct research with the major theories as guideposts. Prerequisite: Senior or graduate standing. Two previous undergraduate psychology courses. [Social/Community Psychology] 5 quarter hours/3 semester hours

LAP510 Advanced Personality Theory
Critical study of main theoretical and substantive trends in contemporary personality theory. Research and issues in current theories. 5 quarter hours/3 semester hours

LAP511 Infancy
This course enables students to acquire knowledge of typical and atypical infant development. Knowledge concerning basic developmental patterns in the areas of cognitive, social/emotional, communication and motor development will be presented. The infant’s emerging capacities for engagement in relationships and learning experiences will be examined. The effects of social, cultural, and interpersonal environments on infant development will also be examined. [Human Development] 5 quarter hours/3 semester hours

LAP512 Cross-Cultural Perspectives in Mental Health
Course content will involve an exploration of historical and cross-cultural trends and movements in the development of the construct of mental health and mental health maintenance. Current models of mental health will be compared and the role of cultural variables in determining their content and structure will be considered. Models of psychotherapy and other modes of personality development and change will be reviewed. Current trends in community mental health research will also be considered. Prerequisites: Senior or graduate standing, two previous psychology courses. 5 quarter hours/3 semester hours

LAP515 Advanced Culture and Self
Course content will involve a survey at an advanced level of the
major theories of personality where the construct of the self is an essential feature. The development of these theories in the context of Western culture will also be considered. Basic principles of human development will be reviewed in a cross-cultural context and students will be assisted in comparing biographical with empirical-objective approaches to the study of personality. (Cultural) 5 quarter hours/3 semester hours

LAP517 Psychological Statistics, Design and Analysis
An introduction to students and research workers in psychology to the concepts and applications of statistics. Emphasis is placed on the analysis and interpretation of data obtained from the conduct of experiments. Students and workers in other branches of behavioral and biological science may also find this course helpful. Skill in algebra is necessary. This course attempts not only to introduce the student to the practical technology of statistics, but also to explain in an often intuitive way the nature of statistical ideas. Prerequisites: Senior or Graduate standing, two previous psychology courses. 3-5 quarter hours/2-3 semester hours

LAP518 Child and Adolescent Development
This course involves an in-depth study of cognitive, emotional, social, and biological development of children from birth through adolescence. Current literature regarding development multi-culturally will be emphasized as well as incorporation of the traditional developmental model. Prerequisites: Seniors with two previous psychology courses and consent of the instructor, or graduate standing. 5 quarter hours/3 semester hours

LAP520 Biological Bases of Behavior
An examination of the basic biological systems and their relationship to behavior. Particular emphasis will be given to the central nervous system, autonomic nervous system, neuroanatomy, and the endocrine system. Changes throughout the lifespan and the effects of various kinds of impairment will be stressed. (Health) 5 quarter hours/3 semester hours

LAP525 Psychology of Artistic Expression
Course content will involve the exploration of the relationship of personality variables and other psychological factors to the development of creative potential and the capacity for artistic expression. Emphasis will be placed on the interrelationship between artistic movements and trends in the 20th Century and parallel developments in psychology and the social sciences. Both psychoanalytic and cognitive approaches to the study of creativity will be reviewed and related to the role of the artist in contemporary cultural trends. (Cultural) 5 quarter hours/3 semester hours

LAP526 Psychology of Organizational Leadership
An in-depth study of the Psychological Theories behind Organizational Leadership. The course will emphasize traditional theories such as Trait, Behavior, and Contingency, as well as more contemporary theories such as Exchange, Implicit, Transformational, and Transactional. The importance of Gender, Culture and Morality will be examined also. Prerequisite(s): Graduate standing or department approval. 3 semester hours or 5 quarter hours

LAP530 Health Psychology
Emphasis on the shift from the biomedical model to the biopsychosocial model to understand the various influences on health and illness. The mind-body relationship will be explored via current research. The minimization of risk and promotion of health, including health lifestyle, prevention, maintaining compliance with appropriate regimens such as medication or exercise and diet will be explored. Lifespan considerations will be included. (Health) 5 quarter hours/3 semester hours

LAP535 Psychopharmacology
Develop familiar with the basic mechanisms of drug transport within the body, including neuroanatomy, the autonomic and central nervous systems. Major classifications of psychoactive drugs as well as over the counter drugs and non-controlled substances. Lifespan considerations for indications /contraindications and use/abuse at various ages. (Health). 5 quarter hours/3 semester hours

LAP540 Abnormal Psychology of Aging
The purpose of this course is to assist the student to apply the principles of abnormal psychology to specific pathologies common among older adults. The course will begin by examining the difference between normal and abnormal aging. It will then continue by addressing such issues as depression, organic brain syndrome, anxiety, paranoia, and hypochondria. The student will explore the issues of accurate diagnosis and treatment. Particular emphasis will be placed on the proper identification of the DSM-IV category. Discussion will also include treatment possibilities for each diagnosis. Prerequisite: HSG545. 5 quarter hours/3 semester hours

LAP542 Later Adulthood and Aging
This course will provide a foundation for the study of adulthood and aging. Students will learn about the various theories in lifespan psychology that attempt to explain the psychological changes occurring in the latter third of life. This course will cover aging as a reflection of the normal life process. 5 quarter hours/3 semester hours

LAP543 Advanced Interpersonal Relationships
Small organizational groups outside of the family are the emphasis of this course. Social, occupational and leisure groups are studied with the concern of developing more effective relationships within the group. Small group theories are studied and applied. The psychological focus of the course is the development of each individual within the small group to maximize each person’s development as they relate to others in groups. (Organizational) 5 quarter hours/3 semester hours

LAP545 Pain Management
The biological mechanisms of pain will be presented.
The interaction with the brain and higher cortical functions with emphasis on personal differences in pain response will be stressed. Medical and psychosocial treatment of pain will be emphasized with exploration of biofeedback, autogenic training, progressive relaxation training. Development of treatment plans for pain management. (Health). 5 quarter hours/3 semester hours

**LAP546 Assessment for Organizations**
This course will examine the concepts and techniques related to the assessment of individuals to determine their level of skills, abilities, and personal style as an evaluation of the individuals predicted job performance. The student will learn about the variety of assessment techniques available to evaluate work-related characteristics. Additionally, the student will be introduced to the effects of multiculturalism in the workplace and how assessment impacts company policies, productivity, and the cultural climate. 5 quarter hours/3 semester hours

**LAP547 Substance Abuse**
This course offers an introduction to the field of addiction. It places the issues of chemical dependence and abuse, as defined by the American Psychiatric Association, within the framework of psychology. The course is designed to introduce the student to some general concepts including current definitions of abuse and dependence, models of addiction, classes of drugs and their effects on the body, the cycle of addiction and relapse, and available treatment modalities. 2 semester hours

**LAP548 Ethics and Legal Issues in Psychology**
Psychology, like medicine and law, has developed a set of ethical principles to guide its own practice and internal methods, and to police and discipline its members. The American Psychological Association has established a set of ethical principles, which serve as a foundation for this course. Included topics will be the following: client confidentiality, client privilege, informed consent, licensing of the various medical professions, the National Register of Health Service Providers in Psychology, health care regulations, malpractice, the DSM-IV, hospital and prescription privileges, treatment manuals, accountability and peer review, the profession and society, misuses of mental health concepts, and psychological interventions in social problems. 2 semester hours

**LAP550 Advanced Industrial Psychology**
An in-depth study of organizations and the human factors involved in contemporary business practices. The course emphasizes employee production, job satisfaction, employee assessment and motivation. Major problems are dealt with in the course including conflict, harassment and low incentives. Practical use of updated psychological methods are included. (Organizational) 5 quarter hours/3 semester hours

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

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

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

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

**LAP594 Psychology Independent Study**
A pursuit of independent study in an area of psychology by students enrolled in graduate study at NLU. Prior to registration, students must obtain permission from their Graduate Advisor. Also, they must obtain approval from that faculty member who will be supervising their work. A paper is required for course credit. 3 semester hours

**LAP596 Special Topics in Psychology**
This course will cover any topic or topics in the field of psychology which are not taught within the regular course
offerings. A decision to teach this course will be made each time by the department on the basis of unusual and specific students’ needs. Should it develop that a particular topic is needed to be taught on a fairly regular basis, then a specific course will be developed. 5 quarter hours/3 semester hours

**LAP598 Comprehensive Examination 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. *Stopped-out* students who return and are beyond the 6-year limit will have until December 31, 2009 to pass the Comprehensive Examination. 1-3 semester hours

**LAP599 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 inquiry. Prerequisite(s): Student can enroll in the M.A. in Psychology program and choose the Thesis option at the beginning of the program. By the end of the third term, the student's academic advisor must give written permission to the student allowing the student to continue with the Thesis Option. If consent is not given, the student will automatically be transferred into LAP598, Comprehensive Examination Seminar. 1-3 semester hours

**LAP599X 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 LAP599. 0 quarter hours

**Science**

**LAN-Liberal Arts and Sciences-Natural Science**

**LAN102 Medical Terminology (formerly AHG102)**

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. 2 quarter hours

**LAN106/106L 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

**LAN107 Scientific Literacy**

This course introduces the intellectual tools necessary to access and critically analyze scientific information. Topics include history and logic of the scientific method, how to find scientific information, distinguishing true science from pseudoscience, designing experiments, and analyzing data. This course counts in the Physical and Life Sciences area of general education. This course cannot be used to satisfy requirements or electives in majors or minors in any natural science field. Prerequisite(s): None. Students cannot receive credit for both LAN107 and LAN106. 5 quarter hours

**LAN108 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. This course counts in the Physical and Life Sciences Area of General Education as a Physical Science. Prerequisite(s): None. 5 quarter hours

**LAN110/110L General Biology**

This course in the basic principles of biology is a prerequisite for most other biology courses. It covers the basic chemistry and organization of cells, photosynthesis and respiration, transport, cell division, introduction to Mendelian and molecular genetics and evolution. 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

**LAN150/150L 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): LAN100B or equivalent or consent of instructor. 5 quarter hours

**LAN200/200L 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

LAN205/205L 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

LAN210 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 or LAN250/250L, or consent of instructor. 1-5 quarter hours

LAN215 Issues in Biology
This course provides an introduction to a variety of topics in biology. Basic principles such as the scientific method, cell division, reproduction, classical and molecular genetics are discussed. These enable the exploration of the scientific basis of issues that are currently important to the general public. This course cannot serve as a prerequisite to other biology courses. Credit cannot be received for both LAN215 and LAN110. Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): None. 5 quarter hours

LAN220 Infectious Diseases
This course introduces students to infectious diseases caused by bacteria, viruses or protoza. 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

LAN225 Human Impact on the Environment
The course covers the effects of human population growth, energy usage, consumption, agriculture, urbanization, pest management, and pollution of air and water on ecosystem health and biodiversity. Conservation biology, environmental policy issues, and environmental ethics will also be discussed. Prerequisite(s): None. Not open to students who have previously taken Ecology and Conservation (LAN300). 5 quarter hours

LAN250/250L General Chemistry I
A comprehensive introduction to chemistry. Measurement techniques, aspects of atomic and molecular structure and chemical bonds, periodicity of elements, compounds and stoichiometry, thermodynamics, behavior of gases, and concentrations of solutions. Laboratory. (To be followed by LAN251/251L). Prerequisite(s): LAN100B or equivalent. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN251/251L General Chemistry II
Continuation of General Chemistry I LAN250/250L. Problem solving and further study of selected topics and theories in chemistry including: behavior of liquids, ionization acid-base chemistry, oxidation, radioactivity, and chemical equilibrium and kinetics. Laboratory covers qualitative analysis. Prerequisite(s): LAN250; LAN100B or equivalent. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN256/256L Science of Simple Machines
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 LAN51. Laboratory (LAN256L). Counts in the Physical and Life Sciences Area of General Education Requirements as a Physical Science. Prerequisite(s): LAN100B. 2 quarter hours

LAN260/260L Consumer Chemistry
Basic concepts of chemistry developed while investigating various consumer and environmental topics. Students explore the science behind newsworthy issues such as global warming, acid rain and energy alternatives. Consumer products including food and food additives, non-prescription drugs, cosmetics and textiles are analyzed. Laboratory. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN300/300L Ecology and Conservation
Basic principles of ecology at the physiological, population, community, and ecosystem levels; application to problems in conservation and pollution. Field trips will be taken when possible. An independent research project is required for 5 quarter-hours credit. Laboratory. Prerequisite: LAN110. Counts in the Physical and Life Sciences Area of General Education Requirements. 3 or 5 quarter hours

LAN301/301L Embryology
Study of the growth and differentiation of organisms during development from a zygote to maturity just prior to hatching or birth. Laboratory. Prerequisite: LAN110. Counts in the Physical
LAN302/302L 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

LAN303/303L Botany
Basic principles of plant biology including evolution, taxonomy, morphology, physiology, and ecology. Laboratory. Field trip if possible. Collection required. Prerequisite: LAN110. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN304/304L Human Physiology
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

LAN305/305L 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 of 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

LAN320 Human Genome
Students learn about the Human Genome Project and consider its impact on health care and biomedical sciences. Ethical implications and societal issues regarding this knowledge base are considered along with the science and technology behind its meaning and acquisition. Students will sample publicly accessible databases in guided explorations. They will use resources appropriate to life-long learning about health and science in the post-genomic era. Counts in the Physical and Life Sciences Area of General Education Requirements. Prerequisite(s): LAN110 General Biology, LAN215 Issues in Biology, equivalent course, or instructor permission. 2-4 quarter hours

LAN350/350L Physical Geology
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

LAN351/351L 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 motion, 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

LAN352/352L 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

LAN354/354L 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 Physical and Life Sciences Area of General Education Requirements as a Physical Science. Prerequisite(s): LAM100B or consent of instructor. 5 quarter hours

LAN358/358L Survey of Organic Chemistry
Principles of carbon bonding, the naming of compounds, structure of compounds, the preparation of compounds and their respective reactions, classes of reactions and their mechanisms. The lab section includes a variety of organic chemistry techniques for separation, purification, synthesis, and analysis. Counts in the Physical and Life Sciences Area of General Education Requirements. Prerequisite(s): LAN250/250L, LAN251/251L (General Chemistry I & II). 7 quarter hours

LAN362/362L 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. Counts in the Physical and Life Sciences Area of General Education Requirements. Prerequisite(s): LAN250/250L, LAN251/251L (General Chemistry I & II). 7 quarter hours
LAN363/363L Organic Chemistry II
Continues Organic Chemistry I. Structure and reactivates of compounds, classes of reactions and their mechanisms, synthesis, retrosynthesis, analysis, biological molecules. The lab section includes a variety of organic chemistry techniques for separation, purification, synthesis, and analysis. Prerequisite(s): LAN250/250L, LAN251/251L (General Chemistry I and II). & LAN362/362L Organic Chemistry I. 6 quarter hours

LAN364 Quantitative Analysis
In this course, students are introduced to various techniques for determining the amounts of chemical elements present in solutions. Volumetric, gravimetric, and instrumental analysis techniques are covered in lecture, then applied to laboratory situations. Laboratory. Prerequisite(s): LAN250/250L, LAN251/251L, or consent of instructor. Counts in the Physical and Life Sciences area of General Education Requirements. 3 or 5 quarter hours

LAN366 Biostatistics
This course is an introduction to descriptive and inferential statistics, with an emphasis upon biological applications. Students learn to calculate and use basic descriptive statistics such as means, standard deviations, and graphs. They analyze data using a variety of hypothesis tests such as binomial distributions, Chi square, and analysis of variance, and learn to choose the appropriate test for a given application. Calculations are performed by hand and by the use of a computerized statistical package. Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): LAN110, LAM110. 5 quarter hours

LAN407/407L 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

LAN408/408L 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

LAN409/409L Genetics
The basic principles of classical mendelian genetics will be discussed. Topics such as sex linkage, multiple alleles, epistasis, quantitative inheritance, chromosome mapping, chi square analysis of data, and chromosomal aberrations will be investigated in detail. This course has a strong emphasis on problem solving. Laboratory. Prerequisite: LAN110. Counts in the Physical and Life Sciences area of General Education Requirements. 5 quarter hours

LAN410 Fundamentals of Immunology
A course on the mechanisms of the human immune response. Topics include cells and tissues of the immune system; antigens, antibodies and their interactions; structure and genetic basis of antibody variability; antibody-mediated and cell-mediated immune responses; histocompatibility; hypersensitivity and other immune disorders. Prerequisites: LAN110 or consent of instructor. Counts in the Physical and Life Sciences Area of General Education Requirements. 1, 4, or 5 quarter hours

LAN411/411L Microbiology
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

LAN412/412L 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

LAN415/415L Molecular Genetics
This is a course designed to teach students the essentials of modern molecular genetics. Students learn the molecular basis of heredity including the mechanisms by which DNA is replicated, transcribed and influences phenotypes. Students investigate the techniques involved in recombinant DNA technology. They explore ways in which techniques such as polymerase chain reactions genetic engineering and DNA fingerprinting are used in modern society. Students are expected to be able to assess the values and risks inherent in such methods. They will gain practice and experience through active participation in laboratory exercises employing these techniques. Laboratory. Prerequisite(s): LAN110. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN416/416L Bioinformatics
This course is designed to introduce students to the field of bioinformatics. Students will learn the basic principles of computational biology and the tools and techniques used to analyze biological data. Prerequisites: LAN110, LAN250/250L, LAN251/251L, or consent of instructor. Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. 5 quarter hours
LAN420  Tropical Marine Biology
This field course introduces students to the organisms, natural
history, and ecological phenomena in and around coral reefs. The
biology and ecology of coral reefs are discussed during
preliminary class meetings in the Chicago area. The course then
moves to a tropical research center for a one week stay near the
Belize coral reef. Students snorkel along the reef and visit
nearby ecosystems, including mangrove swamps, sea grass
beds, and beaches. Students also travel inland to study Mayan
ruins and tropical forest ecosystems. Counts in the Physical and
Life Sciences area of general education. Prerequisite(s): General
Biology, basic swimming skills, good health. 5 quarter hours or
3 semester hours

LAN421  Prairie Ecology
This is a field-oriented introduction to grasslands, emphasizing
tall grass prairie and ecological processes found at the
population, community, and ecosystem levels. Special attention
will be given to soils, plant ecology, herbivorous mammals and
insects, pre-historical development of grassland ecosystems,
and prairie restoration. Students will conduct field studies and
become familiar with important prairie species during weekly
trips to Chicago area prairies. Prerequisite(s): A course in
general biology. Counts towards fulfillment of the general
education requirement for Physical and Life Sciences. 5 quarter hours

LAN422  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. 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. 5 quarter hours

LAN425/425L  Biochemistry I (formerly LAN360/360L)
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; LAN358 Survey of Organic Chemistry or LAN362 Organic
Chemistry I. LAN425/425L Biochemistry I. 5 quarter hours

LAN426/426L  Biochemistry II (formerly LAN361/361L)
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; LAN358 Survey of Organic Chemistry or LAN362 Organic
Chemistry I. LAN425/425L Biochemistry I. 5 quarter hours

LAN490B  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

LAN490E  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

LAN490P  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

LAN491/491L  Field Ecology Research Experience
Guided research of organisms in a marsh, swamp, bog, dune,
prairie, forest, river, lake, canyon, or quarry. Laboratory.
Prerequisite: LAN110, LAN300. Counts in the Physical and Life
Sciences Area of General Education Requirements. 5 quarter hours

LAN495B  General Biology Special Topic
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
counsel of instructor. 2-5 quarter hours

LAN495E  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): LAN150 or as appropriate, or consent of instructor. 2-5 quarter hours

LAN495P  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

LAN499B  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

LAN499E  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

LAN495P  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

Social Science

LAS-Liberal Arts and Sciences-Social Science

LAS105  Introduction to Sociology

An introduction to concepts and theories of sociology with emphasis on social structure, culture, stratification, minority status, social institutions, and the tools of sociology. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS110  Introduction to Cultural Anthropology

Overview of anthropology with emphasis on the concept of culture, family and kinship systems, language, belief systems, political organization, patterns of subsistence and economic systems. Non-Western cultures. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS115  Introduction to Economics

Survey of the principles of economics of the individual, the business firm, and the nation with emphasis on supply and demand, national income analysis, and the circular flow of the economy. Both theoretical and practical applications are integral parts of the course. Ideas of great economists, past and present, are explored. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS118  Introduction to Politics

This course survey focuses on the institutions and procedures of political systems. Topics covered include political institutions, political issues and ideas, decision-making processes, global politics, elections and electoral systems, political parties and party systems, bureaucracy and branches of government. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS120  Introduction to American Politics

Survey of American national political institutions and values: the design of our Constitution; political parties; interest groups, lobbying, and campaign finance; Congress and the presidency; the political role of the media; and the role of the courts in protecting liberty and defining rights. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS125  Consumer Economics

This course will analyze economics for consumers. Emphasis will be placed on rational economic behavior, including but not limited to managing personal income, interest rates options, finance options, stock market operations, credit cards, health care options, insurance and banking. Prerequisite: LAN110 or equivalent. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours
LAS130  Internet for Economics
This course introduces students to the internet or the Information Superhighway. Students will learn how to use telecommunications to access information that is useful for making informed and reasoned decisions regarding economic issues. Emphasis will be placed on learning where and how to access and use economic information effectively and efficiently from consumer, industrial, and government resources. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS200  United States History and Culture: 1492-1828
Survey of colonialism and the roots of American political and economic institutions and values, slavery and racial values, the Revolution, and issues of early nationhood. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS201  United States History and Culture: 1828-1898
Survey of the period leading up to and following the American Civil War: continental expansion; slavery, sectionalism and the Civil War; the effects of industrialization, urbanization, and immigration; populism and Social Darwinism. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS203  United States History and Culture: 1898 to the present
Survey of significant domestic and foreign policy developments of the twentieth century: Progressivism; the emergence of the U.S. as a global power; World War I and II; immigration and labor issues; the Depression; the civil rights movement and the urban crisis. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS220  State and Local Government
This course focuses on state and local governments within the context of the American federal system. Special emphasis is placed on federalism, the constitutional/legal relationships between state and local governments and the institutions, organizational forms and political processes in American state and local government. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS240  Human Origins
Introduction to major topics in physical anthropology and archeology, including theories and processes of biological and cultural evolution of the human species and the theories and methods of uncovering evolutionary processes. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS250  Macroeconomics
This course is an analysis and study of the economy in the aggregate or total sense – all markets taken together. Emphasis will be on contemporary issues such as unemployment, inflation, the business cycle, fiscal and monetary policy, the role of money, financial institutions, government operations, the stock market, gross domestic product, national income and the corporate world. Prerequisite: LAM110 or equivalent. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS253  Urban Economics
This course provides an understanding of local governments, for example, municipalities, school districts, city and suburban library boards, and park district boards. It looks at different ways these governments influence economic life by taxing, spending, and regulating. Students will learn how each of these activities affects various groups in the population and how people's perception and evaluation of local governments is shaped by the way public officials and members of the media communicate information about them. Prerequisite: None. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS255  Microeconomics
This course is an analysis and study of economic behavior of the individual unit, i.e., the firm and the rational consumer. Microeconomics principles addressed include decision making of the firm, the household, labor, international trade, education and poverty. Special emphasis will be placed on the theory of supply and demand. Prerequisite: LAM110 or equivalent. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS300  Contemporary World Cultures
Comparative cross-cultural study of three selected nations representing different areas of the world. Investigation of varying ideological, political, social, and economic factors. At least two of three nations covered are non-Western. Prerequisite: Introductory social science course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS301  Western History and Culture to 1850
Pre-Western inheritance from the Near Eastern cultures and Greco-Roman world; the transition to the Middle Ages; the development of the medieval institutions and values and their decline during the periods of the Renaissance and Reformation. Prerequisite: Introductory social science course. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS302  Asian History and Cultures
Early history, Western impact , and contemporary affairs in eastern and southern Asia; Chinese culture and its diffusion; modernization of Japan; nationalisms of the Indo-Pakistan subcontinent; twentieth-century South East Asia. Prerequisite: Introductory social science course. Counts in the Humanities or
Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS302A  Asian History and Cultures A
This course focuses on the nationalism of the Indo-Pakistan subcontinent and twentieth-century South East Asia. Counts as either Social Science or Humanities General Education Requirement. 2 quarter hours/3 quarter hours

LAS302B  Asian History and Cultures B
This course examines the early history, Western impact, and contemporary affairs in eastern and southern Asia; Chinese culture and its diffusion; modernization of Japan. Counts as either Social Science or Humanities General Education Requirement. 2 quarter hours

LAS303  Sub-Saharan African Cultures
Historical and contemporary affairs in Africa south of the Sahara, indigenous culture areas, types of colonialism and acculturation, economic and political development, independence movements. Prerequisite: Introductory social science course. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS304  Middle and South American Cultures
Backgrounds in contemporary affairs in Middle South America, pre-Columbian culture area, colonialism, varieties of peoples, political and socioeconomic trends. Prerequisite: Introductory social science course. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS305  Western History and Culture since 1650
Impact of Renaissance and Reformation and the emergence of modern European institutions and values to the present. Prerequisite: Introductory social science course. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS306  Marriage and Family
Different family organizations around the world, marriage patterns of the past and present, diverse life styles, changing sex roles, husband and wife relationships, family planning, divorce. Prerequisite: Introductory social science course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS307  History of Economic Thought
In this course students will explore the history of economics from the early to contemporary times. Emphasis will be placed on the ideas of Adam Smith, Karl Marx, John Maynard Keynes and Milton Freedman. Inquiry into the past will help students understand present forms of economic organization. Prerequisite: sophomore standing or consent of department. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS308  Methods of Political Science
This course is an introduction to the methods used in political science research. The primary goal of the course is to provide students with the tools that will help them to answer political and social science research questions. The course focuses on applying quantitative, qualitative, and formal methods, and considering the appropriate applications, strengths, and limitations of different methods. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS310  International Relations
Introduction to current international topics with focus on the problem of war, conflict in the Middle East, national security and United States-Soviet relations, and the United States' role as a world economic power; the emerging global society and changing role of the United States in the international system. Emphasis on the skills and knowledge of the "globally literate" citizen. Prerequisite: 100-level social science course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS311  Racial and Ethnic History and Culture
The cultural complexity of the city; the old immigration; rural, racial and non-European groups; adjustments to the urban setting; social segregation and discrimination. Prerequisite: Introductory social science course. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS313  The Metropolitan Community
The nature and development of cities; social and political history of Chicago's ethnic groups; theories of urban relationships; suburban development; social stratification and power; social morality; bureaucratic organization; machine politics, community control and community organizing. Prerequisite: 100-level social science course. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS315  World Economics
This course presents a comprehensive, up-to-date, and clear view of the theory and practical principles of world economics that are essential for understanding, evaluating and suggesting workable solutions to the important economic problems and contemporary issues facing the United States and the rest of the world. Prerequisites: LAS250 or LAS255 or equivalent. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS316  Comparative Political and Social Systems
This course is an introduction to the comparative study of governments and politics of countries throughout the world. Students will gain a clear understanding of the similarities and
differences of various political systems and gain a deeper understanding of the political system of the United States. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS317 European Union
This course focuses on the European Union as an emerging and developing political and economic body. Topics covered include the single market and the Euro currency, the political institutions of the European Parliament, Council of Ministers, European Commission, and European Central Bank, the development of the European Union as a military power, and the opportunities and challenges posed by the growth in the number of member states as it pertains to the variety of social and economic policies of the European Union. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS319 Elections and Electoral Behavior
This course focuses on elections, electoral behavior, and the electoral processes at the federal and state levels in the United States. Special emphasis is placed on campaign financing, voter turnout, and the various primary and general elections that take place in the United States including presidential, congressional, and state and local elections. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS320 Illinois and U.S. Constitution
Designed as a review of the Illinois and U.S. constitutions. The course will review the history of each constitution, the principles and basic concepts including articles and amendments and modern applications and issues as they relate to the constitution. The student will have three opportunities to pass a test and demonstrate the competencies for each constitution. Prerequisite: Introductory social science course. Counts in the Social Sciences Area of General Education Requirements. 1 quarter hour

LAS321 American Political and Social Ideas
This course explores the broad range of American political ideas that have influenced the form and practices of government in the United States today. Understanding these ideas helps us evaluate how the American political system operates today, and consider the strengths and limitations of the many proposals that exist for bringing about change in American politics. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS322 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

LAS323 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

LAS324 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

LAS325 Economic Forecasting
This course focuses on the application of the most commonly used quantitative and nonquantitative models for developing economic forecasts and dealing with current, real-world forecasting issues and problems. Topics include the uses, importance, limits, and problems of statistical models and intuition in economic forecasting. Prerequisites: LAM216 or LAS350 and LAS250 or LAS255. Counts in Quantitative Reasoning or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS330 Cultural Influences in the Workplace
This course examines the relationship between culture and the world of work. Specifically, students will examine the concepts of race and ethnicity and how the United States, especially in the area of work, has been shaped by the values and life experiences of different ethnic groups and nationalities. Prerequisite: Department or program consent. Counts in the Social Sciences Area of General Education Requirements. 4 quarter hours

LAS331 Dynamics of Group Behavior
This course is a study of group behavior and the effect group functioning has upon organizational effectiveness. Emphasis is placed on the basics of group behavior, principles of group dynamics, problem solving, decision making, diagnosing and resolving conflict in groups, and managing and facilitating meetings. Prerequisite: Good standing in the Applied Behavioral Sciences program. 4 quarter hours

LAS335 Applied Econometrics
This course focuses on the systematic development of
operational tools, techniques, and application of econometrics that are critical to conducting, evaluating, or understanding real-world econometric studies. Topics include the theory, methods, and application of mathematical and statistical analysis to economic issues. Prerequisites: LAM216 or LAS350 and LAS250 or LAS255. Counts in Quantitative Reasoning or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS340 Native Americans
Introduction to historical, ethnographic and contemporary perspectives on native cultures in North America, including aspects of traditional culture, impact of contact with Europeans, and the cultural and social issues facing Native Americans today. Prerequisite: 100-200 level anthropology course. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS341 Comparative Ethnographies
Anthropological studies representing diverse cultures and theoretical viewpoints are compared to gain a broad understanding of the nature of the field experience and the ways in which anthropologists’ own beliefs and feelings influence ethnographic research and the presentation of their field studies. Prerequisite: 100-200 level anthropology course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS342 Folklore
Surveys theories of folklore and methods of folkloristics, with emphasis on comparing folklore cross-culturally in the oral and literary traditions of both preindustrial and contemporary societies; examines folklore genres, including myths, legends, fables, proverbs, jokes, riddles, folk speech, verbal art, and folk songs. Prerequisite: 100-200 level anthropology course. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS345 Labor Economics
An analysis of the history, structure and functions of American labor. The rise and decline of unionism and the evolution of unions from legislative and judicial perspectives. The rise of the global economy and its implications for labor relations world-wide. Prerequisites: LAS250 or LAS255 or equivalent. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS350 Statistics for Economics
This course provides students with practical and versatile statistical tools and methods necessary to make rational decisions in the context of substantive, up-to-date, real world economic issues and problems. Topics include basic and more advanced statistical methods to measure and understand economic behavior and changes over time. Prerequisites: LAM216 and LAS250 or LAS255. Counts in the Quantitative Reasoning or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS405 Social Problems
Through a multidisciplinary approach using concepts drawn from sociology, anthropology, political science, economics, psychology, and history, students will explore the dimensions and interconnectedness of social problems primarily in the United States. Ways to remedy these problems will be addressed. Prerequisite: Recommended introductory Social Science course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS410 Internship in Applied Economics
This course provides practical experience with a nonprofit, corporate, or government organization relevant to a student’s career goals in the field of applied economics. Students apply what they have learned in their courses, with the guidance of a faculty-sponsor, to develop a plan for solving an economic problem or capitalizing on an economic opportunity for their clients. Prerequisites: Senior standing in major or consent of department. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS415 Issues in Quantitative Economics
This course provides students with an opportunity to reflect systematically about the appropriateness and the limitations of quantitative economic analysis and reasoning methods for the understanding of current socio-economic issues and problems. Topics include the practical and theoretical limits of economic models for understanding the complexities of actual human behavior and an exploration of alternative approaches. Prerequisites: Junior standing in Applied Economics major. Counts in the Quantitative Reasoning or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS420 Social Theory
This course is a survey of the development of social theory from the classic tradition to post-modernism. The legacy of the Enlightenment, the emergence of the scientific study of society, the classic tradition and contemporary social theories will be examined. Theories of social structure and social agency extending from class, ideology, division of labor and bureaucracy to phenomenological insights of knowledge will be studied. Prerequisites: 100-200 level Social Science course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS420A Social Theory A
This course is a survey of the development of social theory from the classic tradition to early modernism. The Enlightenment, the emergence of the scientific study of society, and the classic tradition of social theory will be examined. Counts in the Social Sciences Area of General Education Requirements. 3 quarter hours
LAS420B  Social Theory B
This course surveys theories of social structure and social agency extending from class, ideology, division of labor and bureaucracy to phenomenological insights of knowledge from the perspectives of contemporary social theories and postmodernism. Counts in the Social Sciences Area of General Education Requirements. 2 quarter hours

LAS426  Multicultural Dimensions
Cultural diversity as it affects issues, policies and the quality of life. 5 quarter hours

LAS430  Economic Issues in Global Perspective
In this course, students are introduced to economic models of human behavior. These models, based on the concept of exchange, are used to describe decision-making by the individual, decision-making between two individuals, and decision-making between groups of individuals. Prerequisite(s): Good standing in the ABS program. 5 quarter hours

LAS431  Managerial and Supervisory Behavior
In this course students will explore various aspects of managerial and supervisory behavior as it relates to everyday life. Emphasis is placed on practical applications of behavioral science research findings in the areas of motivation, decision making, problem solving and employee development. Prerequisite: Admission to the Applied Behavioral Sciences Program. 5 quarter hours

LAS435  Senior Seminar: Integrating the Applied Behavioral Sciences
Students review and reflect on key concepts learned throughout the program, integrating these concepts for future personal and professional applications. 2 quarter hours

LAS440  Anthropological Linguistics
Survey of the concepts, methods, and historical foundations of anthropological linguistics, with an emphasis on language, culture and cognition; language variation: dialects, nonstandard forms of language and code switching; speech acts and the ethnography of communication; interethic communication; discourse strategies; and literacy. Prerequisite: 100-200 level anthropology course. 5 quarter hours

LAS441  Urban Anthropology
Cross-cultural perspectives on the evolution of urban life, the nature of the city, and the ways in which anthropological concepts of cultural diversity and ethnicity, ecology, adaptation and change, and folklore are applied to modern society. Prerequisite: 100-200 level anthropology course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS442  Anthropology of Gender Roles
Comparative perspectives on the nature and meanings of gender in a range of human societies, including perceptions of biological differences and sexual inequality; economic, political, symbolic and aesthetic aspects of culture and gender. Prerequisite: 100-200 level anthropology course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS445  Evolution of the American Economy
An analysis of the evolution of the American economy with emphasis on structure and performance from 1492 to present. Analysis will include demographic, technical, social and economic changes. Selected themes, periods and economic systems will be explored including colonialism, slavery, civil war, unionism, the Great Depression, industrial revolution, corporate and global capitalism. Prerequisites: LAS250 or LAS255 or equivalent. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS449  Cross-Cultural Fieldwork
Survey of the techniques and procedures cultural anthropologists use in gathering and presenting ethnographic data and their perceptions of the fieldwork experience. Prerequisite: 100-200 level anthropology course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS450  Political Theory
Political theory is concerned with fundamental questions of public life such as, What is justice? Is there an ideal form of government? Can we conceive of, and constitute, the best political order? The answers to many of the most important political questions still remain essentially contested today. Major topics in this course include justice, freedom, equality, political ideology, liberalism, socialism, libertarianism, and conservatism. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS452  Political Geography
This course emphasizes the spatial structure of political behavior including the effects of the economic globalization process, the unexpected eruption of separatist movements among national minorities, the failure of attempts to transplant the European nation-state system to parts of the colonial world and the importance of geopolitics to the formation of new political orders. Territorial features of states such as frontiers, boundaries, secondary divisions, ethnic/national groupings, and the historical/social-economic factors that affect the form, organization and operation of the state and groupings of states will be examined. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS454  Urban Politics
This course focuses on the distribution of power and the tensions that drive modern cities and public officials, while considering racial and ethnic divides, the relationships between
undergraduate credit, or department approval. Prerequisite: advanced standing. 2-5 quarter hours

LAS495 Social Science Special Topic
A social science offering of special interest to be studied in depth. May be registered for more than once, since topic varies each term. 2-5 quarter hours

LAS500 Foundations of Public Policy
Advanced analysis of the theory and practice of public policy in the United States. Emphasis is on federal, state, and local government formulation, implementation, and evaluation of diverse public policies. This course enables students to develop a set of conceptual and practical tools to understand and evaluate American public policy, and think critically and constructively about which policies should be adopted. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS505 Urban Policy Development
A historical overview and analysis of urban development policies including community-based strategies, transportation and housing, location and planning initiatives, and cultural forms of urban regeneration. This course enables students to develop a set of conceptual and practical tools to understand and evaluate a variety of urban development initiatives within distinct historical, economic, political and sociological frameworks. Prerequisite(s): No prerequisite(s) for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours
social science courses, or department approval.  3 semester hours or 5 quarter hours

LASS10   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

LASS15   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

LASS20   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

LASS25   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

LASS30   Immigration Policy
Enables students to understand how immigration influences the economy and society of the United States. Focus on the changes in immigration policies due to the September 11, 2001 events and its consequences for the United States. Analysis of the distinction between illegal and legal immigrants and between skilled and unskilled immigrants is made in order to isolate the effects of various types of immigration. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LASS35   Education and Public Policy
This course will critically evaluate educational policies and their outcomes. The focus will be on how to improve student learning through the application of effective public policies, and on how to use available resources in the most efficient way. It will evaluate past experiences in public policies as well as contemporary ones such as school vouchers and charter schools. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LASS40   Bureaucracy and Policymaking
This course examines the environment in which the decision-making process within bureaucracies takes place and the risks associated with it. It discusses incentives that bureaucrats face and their effects on policymaking. The primary goal is to introduce theories and practical mechanisms that will allow the policymaker (or policy analyst) to be successful in improving the development and implementation of effective public policies in various types of environments. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LASS45   Technology and Public Policy
This course will cover two main aspects of the relationship between technology and public policy. The first is how governments can influence the development and commercialization of technology via sponsorship, and direct involvement in research activities and programs that affect market demand. The second is how governments’ performance can be enhanced via utilization of new technologies. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LASS50   Public Policy and the Environment
This course focuses on public policies aimed at protecting the environment. The main objective is to learn about government regulation, government voluntary programs, and environmental laws. A combination of theory and case studies will be used to examine the effectiveness of various environmental public policies, possible improvements, and costs associated with such policies. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or departmental approval. 3 semester hours or 5 quarter hours
LAS555  The Politics of Policymaking  
This course is designed to provide the student with an understanding of the political process involved in policymaking, especially with regards to the legislative process. Students will learn how public policies are amended, modified, and approved during the political process. This will make them aware of the differences between a proposed policy and its final version. Students will learn that the legislative approval process is an integral part of policymaking. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS560  Advanced Public Finance  
This course is an advanced analysis of taxation, government spending, and cost-benefit analysis applied to a variety of public projects. The focus is on determining the optimal role of government in market economies, and the measuring government efficiency and inefficiency. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS565  Research Design and Methodology  
This course is designed to prepare students to do research related to policy problems. The primary goal of the course is to provide students with the tools needed to investigate and effectively find solutions to public policy problems. The course focuses on the application of quantitative, qualitative, and formal methods to research, and considers how to determine the appropriate applications of such methods. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS570  Policy Data Analysis and Planning  
This course explores data analysis and how it can be applied to policy planning. The primary goal of the course is to provide students with the statistical tools necessary to quantitatively analyze public policies, and to apply these tools in order to set up effective planning strategies for public policies. Prerequisite(s): LAS565 - Research Design and Methodology or department approval. 3 semester hours or 5 quarter hours

LAS590  Public Policy Internship  
The public policy internship provides students with advanced experience in governmental and related institutions such as community organizations and nonprofit institutions involved in an aspect of public policy in which they are interested. Internships enable students to integrate classroom learning with practice and understand how public policies are implemented at the local, state, or national levels. Placements are individualized according to student interests and needs. Prerequisite(s): 15 semester hours completed in the M.A. in Public Policy Program; consent of internship supervisor and academic supervisor. 3 semester hours

LAS593  Public Policy Seminar  
The Public Policy Seminar will allow students to integrate public policy theory with specific cases according to student interest. Special emphasis will be placed on formulating proposals for solving actual public policy problems. Each student will be encouraged to think through a specific problem related to public policy, and try to solve this problem throughout the semester with the support of a faculty member. Prerequisite(s): To have completed at least eight courses (24SH) in the M.A. in Public Policy, or department approval. 3 semester hours

LAS595  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/2-5 quarter hours

LAS599  Master Thesis  
The thesis is a formal written document which investigates a public policy theory, a particular public policy case study, or the relationship between a public policy theory and a case study as the result of disciplined inquiry, under the supervision of a faculty member. Prerequisite(s): To have completed at least eight courses (24SH) in the M.A. in Public Policy, or department approval. 3 semester hours

LAS599X  Thesis Continuation  
Continuous registration required until thesis is complete. Prerequisite(s): Masters standing, consent of instructor, and prior registration for the required number of hours in LAS599. 0 semester hours
Do not expect business as usual from National-Louis University’s College of Management and Business. Vast changes are sweeping across the world’s economies, creating unimagined opportunities yet dangers for the unprepared. Smart businesses, government agencies, and non-profit corporations know that an educated and highly skilled workforce is the key to prosperity. General abstract knowledge or technical brilliance is not enough. Knowledge workers need to work effectively with people and be able to apply their knowledge to practical real-world problems.

Business and Management schools must respond with more than the same old fare, and we do. We prepare knowledge workers with flexible, innovative, high-quality programs that meet practical real-life learning needs. Furthermore, we work with specific industries, associations, or even individual organizations to design customized programs tailored to specific learning needs. This adds up to excellent value for students and their employers.

We offer programs on our five Chicago area campuses and at our full-service campuses in Northern Virginia, Washington D.C., and Tampa. Full-time tenure-track professors are stationed at all campuses, communicating with modern telecommunications and computers. We also offer classes right on corporate sites. Few universities can match the flexibility, the nationwide access, or the expertise available through the innovative programs of National-Louis University’s College of Management and Business.

The new knowledge workers are increasingly diverse with more women, older workers, and minorities of race, religion, and national origin—workers who deserve a fair shot at the American dream. The College of Management and Business is a college of opportunity for these students.

Our professors are selected for their teaching skills and practical experience as well as their academic credentials. Classroom learning is practical yet relevant with a sound grounding in theory. In place of stuffy lectures, our professors use large-scale simulations, management assessment centers, actual case studies, and other sophisticated techniques so that learning can be practiced and then applied on the job. Individual attention and honest feedback help each student grow as a skilled, thoughtful and humane professional—a knowledge worker who knows how to work with people and get things done.

Our professors are prized for their practical work as consultants, tackling everything from the privatization of food processing companies in Poland to improving the management information systems of a U.S. insurance giant. Yet they are also recognized for their scholarship and present their findings nationally and internationally. The full-time faculty is blended with a strong cadre of adjunct professors who bring insight on the latest and best contemporary practice to our students.

So do not expect business as usual. National-Louis University’s College of Management and Business is the place where knowledge workers prepare to assure our nation’s future prosperity. We invite you to join us as partners in an education that works.
College of Management and
Business Undergraduate Programs

University Admission Requirements

Requirements to be admitted to the College of Management and Business are the same as the requirements to be admitted to National-Louis University. However, specific programs may have admission requirements for that program. Please see specific programs for additional eligibility requirements.

1. Quarter hour Requirement: A minimum of 90 quarter hours (or 60 semester hours) of transferable credit with C grades or above from accredited colleges or universities.
2. A cumulative grade point average of 2.0 or better on a 4.0 scale, on all previous coursework.

Admission/Eligibility Appeals

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

Types of Admission

1. Admitted: Applicant has met the university’s admission requirements as listed above.
2. Admission with high potential status: Applicants who meet the transfer credit requirements but not the grade point average or experience requirements may be considered for admission with high potential status.
   a. Applicants who do not meet the grade point average (GPA) requirements for full admission but have at least a grade point average of 1.5 may be admitted with high potential status.
   b. Applicants who have a GPA of less than 1.5 may petition the University Director of Admissions for admission with high potential status. Petitioners may be admitted with high potential status with the approval of the local faculty admissions team.

Students admitted with high potential status must earn at least a 2.0 grade point average (GPA), with grades of C or better and no outstanding "I" grades, in the first term of the program. Students meeting these requirements at the end of the first term will gain full academic standing. Students not meeting the requirements of their admission with high potential status at the end of the first term will be dropped from the program. Such students may retake first term courses in which they received a D, U, N, WU, or WN in order to raise their grade point average. Students must pay for courses retaken. If dropped, students may apply for readmission when they meet requirements.

Unclassified Students

Applicants who have not submitted all program admission documents, but believe in good faith that they meet the admissions standards, may enroll in the program for one term as an unclassified student under the following conditions:

1. Applicants for special status will be required to sign a statement prior to their admission into the program that they understand the policy on unclassified student status and believe in good faith that they meet the requirements for admission.
2. The University Director of Admissions (or local representative) will co-sign the unclassified student form, verifying that the policy has been explained to the applicant.
3. If the formal admissions process is not completed by the end of the first term, the student will be dropped from the program. When a formal admissions decision is made, the student may apply for eligibility to the program.
4. Unclassified students are not eligible for financial aid.

Eligibility Requirements for the College of Management and Business’ Undergraduate Programs

Students may not enroll in the first term of the program until they meet program eligibility requirements or qualify for enrollment as an Unclassified Student.

Admissions Standards Exemptions/Waivers

Admissions Requirement Exemption:

Applicants may initiate a request for an admission requirement exemption, along with their application for admission, when they know in fact that they do not meet a program admissions requirement and an admissions decision cannot be made by the local faculty admissions team. Requests for an exemption will be forwarded to the CMB for review. Applicants granted exemptions will be admitted with high potential status.
Waiver of the Quarter Hour Admissions Requirement:

Applicants may initiate a request for a waiver of the quarter hour minimum transferable credit standard. If the applicant’s request for a waiver and the admissions file indicate a strong potential for success in the program, the local Academic Program Director may waive up to 10 quarter hours (15 quarter hours for the degree-completion B.A. in Business Administration program) of this requirement. Any requests in excess of the 10 quarter hours (15 quarter hours for the degree-completion B.A. in Business Administration program) must be submitted to the College Dean. The CMB will be advised of all waivers granted in excess of 10 quarter hours.

International Students

The College of Management and Business welcomes qualified international students for enrollment into its degree programs. Applicants are required to present official records of scholastic achievement and evidence of proficiency in spoken and written English as a prerequisite for admission. Please refer to International Student Admission in the General Information section of this catalog for details.

Admissions Appeals

1. If an applicant or student wishes to appeal an admissions decision, the appeal must be made in writing to the Office of the Dean of the College of Management and Business within two weeks of receipt of the decision letter. Appeals will be forwarded to the CMB Admissions Team, which will make a decision to uphold or deny the appeal.
2. The Appeals Team will forward its decision to the applicable CMB program administrator and to the Director of Admissions. The Unit will notify the applicant of its decision.
3. Further appeal will be administered in accordance with the university policy on academic appeals outlined in the Student Guidebook.

Credit Transfer Policy

The courses in the CMB undergraduate programs that carry 400-level numbers are specifically designed to meet the needs of groups of adult learners that have extensive but highly varied experience in organizational settings. These courses feature extensive personalized, experiential and relevant opportunities that are seldom available in courses designed for traditional students. There is a presumption that these courses are unique and do not duplicate transfer courses that may have similar titles, but were designed for traditional undergraduate students. It is also assumed that prerequisites have limited utility because adults enter with extensive and near infinite permutations of traditional university courses, corporate training, professional continuing education workshops and other relevant experiences.

Academic Standards

Students enrolled in the College of Management and Business undergraduate programs will be monitored continuously to ensure compliance with program academic standards. To remain in good academic standing and complete the requirements for the programs, students must adhere to the following academic standards:

1. Students are expected to maintain at least a 60% course completion ratio for any given term and a cumulative grade point average (GPA) of at least 2.0.
2. Students will be placed on academic probation if they earn a cumulative GPA lower than 2.0 for courses in any given term. Students on academic probation must earn a cumulative 2.0 GPA for the following term’s course work, with no outstanding "I" grades, in order to return to good academic standing. If students do not earn the 2.0 GPA for the following term’s course work with no outstanding "I" grades, they will be dropped from the program. Students who are on academic probation or who have been dropped from the program are permitted to retake courses in which they earned a "D" or "F" grade, in order to raise their term grade point average. Students must pay for courses retaken. If dropped, students must apply for readmission to the program when they meet the standards.
3. Students who miss 50% of class meetings in one course (unless special arrangements were made beforehand with the instructor) will be given an "F" in that course and will be required to retake the course.
4. Students who miss three consecutive class meetings in a term will be dropped at the end of the term or the last day of attendance where state or federal law supercedes and must apply for readmission if they wish to complete the program.
5. Any student who is carrying two outstanding "I" grades or more in the program (from any number of terms) will be dropped from the program at the end of the term in which a third "I" is received. A student must apply for readmission to the program upon completion of at least one of the "I" graded courses.
6. Instructors may set specific conditions (e.g., time limit) for a student to complete "I" grade course work and may convert the grade to "F" if the conditions are not met. In the absences of specific conditions, students have one year after the final class meeting of their cohort group to complete any "I" grades before such grades are converted to "F" grades.
7. Any course for which an "F" grade was assigned must be repeated and successfully completed. Students must pay for re-enrollment in such a course.
**Sequence of Terms and Courses**

Courses must be taken in the sequence presented in a class group’s program schedule of courses, unless otherwise approved by the appropriate administrator.

**Transfer Between Groups**

Students will not be permitted to transfer from one schedule to another between courses unless there are extenuating (emergency) circumstances. Transfers must be approved by the local Academic Program Director or Administrator.

**Honors**

Upon recommendation of the faculty, students who earn a 3.8 or higher grade point average in these management curricula are awarded program honors. This designation is recorded on the transcript to recognize outstanding academic performance.

**University General Education Requirements**

Although students are encouraged to complete general education requirement before entering their undergraduate program, it is recognized that some students may choose to complete specific area requirements after program admission. All students must meet the University General Education requirements prior to graduation.

The University General Education Requirements are as follows:

1. Communications – one course or 4 quarter hours
2. Humanities – one course or 4 quarter hours
3. Fine Arts – one course or 4 quarter hours
4. Quantitative Reasoning – one course or 4 quarter hours
5. Physical and Life Sciences – one course or 4 quarter hours
6. Social Sciences – one course or 4 quarter hours
7. Behavioral Science – one course or 4 quarter hours

Additional General Education to reach a minimum of 60 quarter hours.

The undergraduate programs in the College of Management and Business accept as equivalent to general education coursework at NLU appropriate courses transferred from other accredited institutions, appropriate CLEP and DANTES examination credit, and appropriate credit by proficiency. To determine which equivalent credits or exams are appropriate, contact your program advisor or the Assessment Center.

**Options for Additional Credit**

The following options are available to students for earning additional credit toward degree requirements:

1. Credit by examination, including ACT-PEP, CLEP, DANTES, or other approved examinations.
2. Credit by Portfolio, up to a maximum 60 quarter hours via the University’s portfolio assessment of prior learning process. Only ten (10) quarter hours of credit by portfolio may be applied toward admission requirements in the College of Management and Business undergraduate programs.
3. Additional course work at NLU or other accredited institutions. A maximum of 12 quarter hours in "independent study" courses may be taken at NLU to apply toward the degree. Additional credit may be earned through "special topics" courses or other NLU courses offered through any of the colleges or through Continuing Education and Outreach.
4. FOCUS Courses: FOCUS (Focus On Completing Undergraduate Studies) offers accelerated general education courses from across the curriculum in the College of Arts and Sciences. Students may enroll in FOCUS courses only with the approval of a faculty advisor and the chair of the department offering the course. FOCUS is one way for students to meet their general education requirements or take general education electives in order to satisfy the university’s graduation standards. M.A.T. students with completed applications and advisor approvals may enroll ONLY to complete current general education deficiencies. While FOCUS is an intense delivery model designed for those who understand the rigors of accelerated coursework, it can be an efficient and effective way for serious students to complete their degrees. Since FOCUS courses are offered in an accelerated format, additional out-of-class assignments, advanced preparation, and specific assessment scores may be required. Additional information and course schedules can be found at www.nl.edu/focus.

**Business Programs**

The College of Management and Business prepares students for professional careers in business, industry, government, and non-profit institutions by offering baccalaureate degrees in Business Administration and Computer Information Systems. Elective Specialized Options (Concentrations) in Accounting, International Business and Marketing are available within the Business Administration Curriculum.

The objective of the Business Programs curricula is to provide a foundation of work in those academic areas necessary for an appropriate combination of descriptive and analytical approaches to the study of accounting, business administration, and computer information systems.
Bachelor of Arts in Business Administration Degree-Completion Program

The College of Management and Business offers a degree-completion Bachelor of Arts in Business Administration program. This program is targeted to students who have completed an AAS degree in Management (or equivalent degree) and who meet program prerequisites (as outlined below). Students must have completed the program prerequisites (business support courses) prior to beginning the Bachelor of Arts in Business Administration degree-completion program. General education and elective credit will need to be completed in order to graduate with the B.A. in Business Administration degree.

The B.A. in Business Administration Degree-Completion Program is designed for students who have completed the majority of their undergraduate coursework and who are interested in applying in additional ways the knowledge they obtained from that previous coursework. The program is targeted to future managers or professionals who currently have little to no managerial experience.

Distinctive Approach

The B.A. in Business Administration program is a demanding program that engages adults in a learning process that is highly interactive, personalized, and experiential. Case studies, team projects, and individual assessments are used extensively to assist students in applying managerial theories and concepts to their current or future managerial environments.

The curriculum focuses on developing managers who can lead, organize, innovate, motivate, negotiate, inspire, and establish positive, productive relationships with those they manage.

Core Competencies

Courses in the B.A. in Business Administration program integrate the following core competencies:

- Communication skills – interpersonal, oral, written
- Problem-solving skills, including diagnosing, evaluating and intervening
- Critical thinking skills
- Quantitative and qualitative analysis skills
- Managing change
- Decision-making skills
- Respect for diversity, including gender, ethnicity, age, and lifestyle
- Recognizing ethical and legal implications of behavior
- Global/international perspectives
- Ability to work collaboratively in groups and teams

Eligibility for the Bachelor of Arts in Business Administration Degree-Completion Program

Prior to being considered for the Bachelor of Arts in Business Administration Degree-Completion Program, applicants must be admitted to National-Louis University. Prospective students may apply for admission at any time during the year.

Applicants who meet the requirements for admission to the University may be considered for entry to the program. See pages 10-13 for University Admission Requirements.

The eligibility criteria are as follows:

1. A minimum of 135 quarter hours or 90 semester hours of transferable credit.
2. A cumulative grade point average of 2.0 or better on a 4.0 scale, on all previous coursework.

Permission to Start Program Prior to Meeting Program Prerequisites:

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 local Academic Program Director may grant permission for the student to start. However, any degree requirements that the student is missing must still be met prior to graduation from National-Louis University.

Degree Requirements for B.A. Business Administration Degree-Completion Program

The responsibility for meeting all degree requirements for completing the B.A. Business Administration rests upon the individual student. The degree requirements are as follows:

1. 180 quarter hours
2. 49 quarter hours of specified Business Administration coursework which must be taken at NLU
3. 60 quarter hours of general education credits are required for the degree.
4. Students must complete the program with at least a 2.0 grade point average.

Program Prerequisites for the B.A. in Business Administration Degree-Completion Program

The program prerequisites (General Education courses and business support courses) include the following:
UNDERGRADUATE PROGRAMS

178 Program-Specific General Education Requirements 60 QH

1. Communications
   LAE101 English Composition I or equivalent 5
   LAE102 English Composition II or equivalent 5
   LAT210 Effective Speaking or equivalent 5

2. Humanities
   One Humanities course* 5

3. Fine Arts
   One Fine Arts course* 5

4. Quantitative Reasoning
   LAM220 College Algebra or equivalent 5
   LAM214 Mathematics for Management Sciences or Finite math course
   OR
   LAM216 Statistical Methods 5

5. Physical and Life Sciences
   One Laboratory Science course* 5

6. Social Sciences
   LAS250 Macroeconomics or equivalent 5
   LAS255 Microeconomics or equivalent 5

7. Behavioral Science
   LAP100 General Psychology or equivalent 5

Additional General Education Requirements
   Any General Education course 5

*These courses may be taken after starting the cohort.

Business Support Required Courses
MGT101 Introduction to Business
MGT150 Introduction to Computers and Computer Applications
MGT120, 121, and 122 Accounting Principles I, II, and III
MGT302 Principles of Management and Supervision
MGT300 Principles of Marketing
MGT301 Principles of Finance
MGT204 Business Law I
At least three additional Business courses

Professional Coursework Requirements for the B.A. in Business Administration Degree-Completion Program 49 QH
(courses must be completed at NLU)

Term I
MGT407 Advanced Business Writing 4
MGT408 Issues in International Business 4
MGT409 Issues in Consumer Behavior 4

Term II
MGT414 Business Research and Communication Methods 4
MGT418 Concepts and Applications in Financial Management 4
MGT428 Ethical Issues in Business and Management 4

Term III
MGT451 Quantitative Methods for Managers 5
MGT434 Accounting and Budgeting for Managers 4
MGT438 Information Management Systems 4

Term IV
MGT481 Advanced Concepts in Operations Management 4
MGT400 Business Strategy 4
Business Elective or Internship 4

Bachelor of Arts in Business Administration Degree-Completion Program with a Concentration in Accounting

The College of Management and Business also offers a degree-completion Bachelor of Arts in Business Administration with a Concentration in Accounting program. This program is targeted to students who have completed an AAS degree in Management or equivalent degree, who meet program prerequisites (as outlined below), and who are interested in meeting the coursework and minimum-hour requirements to take the Illinois Certified Public Accountant (CPA) Exam.

The program prerequisites (General Education courses and business support courses) are the same as those for the B.A. in Business Administration Degree-Completion Program.

Accounting Concentration Coursework QH

Term V
MGT420 Advanced Accounting 4
MGT432 Advanced Business Law 4
MGT370 International Accounting 4
MGT495 Special Topic 1–6

Term VI
MGT427 Advanced Cost Accounting 4
MGT412 Organizational Behavior 4
MGT454 Project Management 4
MGT495 Special Topic 1–6

Term VII
MGT405 Accounting Information Systems 4
MGT404 Diversity in the Workplace 4
MGT371 International Finance 4
MGT495 Special Topic 1–6
Please Note: Students interested in sitting for the Illinois CPA Exam may also need to take additional accounting courses required by the State of Illinois. Students should work with their advisor to determine which additional courses may be needed beyond the courses above.

With students’ transfer credit and the 88–91 quarter hours achieved in the B.A. in Business Administration Degree-Completion Program with a Concentration in Accounting program, students will graduate with a minimum of 225 quarter hours. If their hours result in fewer hours or if their coursework does not match the requirements of those of the Illinois CPA Exam, students will be advised as to further coursework needed.

Students who decide not to pursue the Accounting Concentration after completing the first four terms of the B.A. in Business Administration Degree-Completion Program will be advised to change from the Accounting Concentration to the B.A. in Business Administration Degree-Completion Program. Once students meet all graduation requirements, they will be eligible for graduation.

Bachelor of Arts Degree in Business Administration (4-Year Program)

The Business Administration Programs offers National-Louis University students the opportunity to develop a broad range of business skills built upon a solid liberal arts foundation. Business courses provide studies in accounting, finance, computer information systems, business law, and management, equipping students for a wide variety of career options and preparing students for graduate study. Elective specializations (concentrations) in International Business, Marketing and Accounting are also available.

Three upper-level business administration courses, in addition to the Business Strategy course, need to be completed at National-Louis University in order to qualify for graduation in Business Administration from National-Louis University.

Program-Specific General Education Requirements 70 QH

1. Communications
   LAE101  English Composition I  5
   LAE102  English Composition II  5
   LAT210  Effective Speaking  5

2. Humanities
   One Humanities course  5

3. Fine Arts
   One Fine Arts course  5

4. Quantitative Reasoning
   LAM110  College Mathematics or higher level math course  5

5. Physical and Life Sciences
   One Laboratory Science course  5

6. Social Sciences
   LAS250  Macroeconomics  5
   LAS255  Microeconomics  5
   One Social Science course  5

7. Behavioral Sciences
   LAP100  General Psychology  5

Additional General Education Requirements
   Social Science or Psychology course  5
   LAM214  Mathematics for Management Sciences  5

Business Administration Requirements 48 QH

   MGT101  Introduction to Business  4
   MGT106  Applications of Business Writing  4
   MGT204  Business Law I  4
   MGT205  Business Law II  4
   MGT270  Survey of International Business  4
   MGT300  Principles of Marketing  4
   MGT302  Principles of Management and Supervision  4
   MGT303  Business Research and Communication  4
   MGT304  Business Ethics  4
   MGT305  Operations Management  4
   MGT307  Consumer Behavior  4
   MGT400  Business Strategy  4

Business Support Requirements 62 QH

   MGT120  Accounting Principles I  4
   MGT121  Accounting Principles II  4
   MGT122  Accounting Principles III  4
   MGT150  Introduction to Computers and Computer-Based Applications  4
   MGT220  Managerial Accounting  4
   MGT243  Office Information Systems  4
   MGT301  Principles of Finance  4
   MGT319  Money and Banking  4
   Computer Elective  4
   Business Elective  4
   Other Electives  22

Total Minimum Hours 180 QH
Business Administration – Specialized Options (Concentrations)

Students who are pursuing the Business Administration Major may elect a Specialized Option (Concentration) in Accounting, International Business or Marketing.

Bachelor of Arts in Business Administration with a Specialized Option (Concentration) in Accounting

The field of Accounting offers a wide variety of career options for students – careers as accountants in business, government, or not-for-profit institutions. This specialized option is ideal for students who are exploring any Accounting-related career.

Students completing the Specialized Option (Concentration) in Accounting build upon a strong core of Business Administration courses and emerge with a solid understanding of taxation, intermediate accounting, cost accounting methods and procedures, and auditing.

Accounting students also enjoy the advantage of having many of their courses taught by academically qualified practitioners who are experienced Certified Public Accountants (CPAs).

The program-specific General Education requirements (70 QH) are the same as those in the B.A. in Business Administration Program.

<table>
<thead>
<tr>
<th>Business Administration Requirements</th>
<th>36 QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT101 Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>MGT106 Applications of Business Writing</td>
<td>4</td>
</tr>
<tr>
<td>MGT204 Business Law I</td>
<td>4</td>
</tr>
<tr>
<td>MGT205 Business Law II</td>
<td>4</td>
</tr>
<tr>
<td>MGT270 Survey of International Business</td>
<td>4</td>
</tr>
<tr>
<td>MGT300 Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MGT302 Principles of Management and Supervision</td>
<td>4</td>
</tr>
<tr>
<td>MGT304 Business Ethics</td>
<td>4</td>
</tr>
<tr>
<td>MGT305 Operations Management</td>
<td>4</td>
</tr>
</tbody>
</table>

Business Support Requirements

<table>
<thead>
<tr>
<th>40 QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT120 Accounting Principles I</td>
</tr>
<tr>
<td>MGT121 Accounting Principles II</td>
</tr>
<tr>
<td>MGT122 Accounting Principles III</td>
</tr>
<tr>
<td>MGT150 Introduction to Computer and Computer-Based Applications</td>
</tr>
<tr>
<td>MGT220 Managerial Accounting</td>
</tr>
<tr>
<td>MGT243 Office Information Systems</td>
</tr>
<tr>
<td>MGT301 Principles of Finance</td>
</tr>
<tr>
<td>MGT319 Money &amp; Banking</td>
</tr>
<tr>
<td>One Business Elective</td>
</tr>
<tr>
<td>One Computer Elective</td>
</tr>
</tbody>
</table>

Accounting Requirements

<table>
<thead>
<tr>
<th>24 QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT221 Individual Taxation</td>
</tr>
<tr>
<td>MGT320 Intermediate Accounting I</td>
</tr>
<tr>
<td>MGT321 Intermediate Accounting II</td>
</tr>
<tr>
<td>MGT322 Intermediate Accounting III</td>
</tr>
<tr>
<td>MGT323 Cost Accounting</td>
</tr>
<tr>
<td>MGT422 Principles of Auditing</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>10 QH</th>
</tr>
</thead>
</table>

Total Minimum Hours

| 180 QH |

Bachelor of Arts in Business Administration with a Specialized Option (Concentration) in International Business

Recognizing that international business is experiencing rapid growth in an increasingly dynamic global economy, National-Louis offers a Specialized Option (Concentration) in International Business in the Business Administration program. This Specialized Option (Concentration) is ideal for students with foreign language skills and multicultural backgrounds who seek careers in multicultural business enterprises. The Specialized Option (Concentration) also offers opportunity for students whose previous academic work has been in fields such as the languages.

Students completing the Specialized Option (Concentration) in International Business builds upon a strong core of Business Administration courses and emerge with a solid understanding of international accounting, finance, management, and marketing.

The program-specific General Education requirements (70 QH) are the same as those in the B.A. in Business Administration Program.

<table>
<thead>
<tr>
<th>Business Administration Requirements</th>
<th>48 QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT101 Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>MGT106 Applications of Business Writing</td>
<td>4</td>
</tr>
<tr>
<td>MGT204 Business Law I</td>
<td>4</td>
</tr>
<tr>
<td>MGT205 Business Law II</td>
<td>4</td>
</tr>
<tr>
<td>MGT270 Survey of International Business</td>
<td>4</td>
</tr>
<tr>
<td>MGT300 Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MGT302 Principles of Management and Supervision</td>
<td>4</td>
</tr>
<tr>
<td>MGT303 Business Research and Communication</td>
<td>4</td>
</tr>
<tr>
<td>MGT304 Business Ethics</td>
<td>4</td>
</tr>
<tr>
<td>MGT305 Operations Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT307 Consumer Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MGT400 Business Strategy</td>
<td>4</td>
</tr>
</tbody>
</table>

Business Support Requirements

<table>
<thead>
<tr>
<th>40 QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT120 Accounting Principles I</td>
</tr>
</tbody>
</table>
MGT121  Accounting Principles II  4
MGT122  Accounting Principles III  4
MGT150  Introduction to Computers and Computer-Based Applications  4
MGT220  Managerial Accounting  4
MGT243  Office Information Systems  4
MGT301  Principles of Finance  4
MGT319  Money and Banking  4
Computer Elective  4
Business Elective  4

International Business Requirements  22 QH
LAS310*  International Relations  5
MGT370  International Accounting  4
MGT371  International Finance  4
MGT372  International Management  4
MGT373  International Marketing  4
Electives  1

Total Minimum Hours  180 QH

* LAS300 Contemporary World Cultures, LAS430 Economic Issues in Global Perspective or any acceptable enculturation course may be taken with the approval of the College to fulfill the requirement of LAS310. Demonstration of a second language is required.

Bachelor of Arts in Business Administration with a Specialized Option (Concentration) in Marketing

Marketing affects almost every aspect of a business, from positioning, promoting, and selling a product to delivering high-quality customer service. Recognizing this, National-Louis University offers a Specialized Option (Concentration) in Marketing within the Business Administration program. The Specialized Option (Concentration) is designed for students interested in exploring careers in marketing-related fields.

Students pursuing the Specialized Option (Concentration) in Marketing build upon a strong core of Business Administration courses and emerge with a good understanding of the marketing world. They are prepared for careers in marketing, advertising, market research, sales, and retailing.

The program-specific General Education requirements (70 QH) are the same as those in the B.A. in Business Administration Program.

<table>
<thead>
<tr>
<th>Business Support Requirements 42 QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT120  Accounting Principles I  4</td>
</tr>
<tr>
<td>MGT121  Accounting Principles II  4</td>
</tr>
<tr>
<td>MGT122  Accounting Principles III  4</td>
</tr>
<tr>
<td>MGT150  Introduction to Computers and</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computer-Based Applications 4 181</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT220  Managerial Accounting  4</td>
</tr>
<tr>
<td>MGT243  Office Information Systems  4</td>
</tr>
<tr>
<td>MGT301  Principles of Finance  4</td>
</tr>
<tr>
<td>MGT319  Money and Banking  4</td>
</tr>
<tr>
<td>Computer Elective  4</td>
</tr>
<tr>
<td>Business Elective  4</td>
</tr>
<tr>
<td>Other Electives  2</td>
</tr>
</tbody>
</table>

Marketing Requirements  20 QH
<table>
<thead>
<tr>
<th>MGT309  Advertising  4</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT312  Marketing Research  4</td>
</tr>
<tr>
<td>MGT316  Sales Organizations and Selling  4</td>
</tr>
<tr>
<td>MGT317  Retailing QR</td>
</tr>
<tr>
<td>MGT362  Marketing for Entrepreneurs  4</td>
</tr>
<tr>
<td>MGT373  International Marketing  4</td>
</tr>
</tbody>
</table>

Total Minimum Hours  180 QH

Management Programs

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

Admissions Procedures

Prior to being considered for eligibility for Bachelor of Science in Management (BSM) and the Bachelor of Science in Management Information Systems (BSMIS) Programs, applicants must be admitted to National-Louis University. Prospective students may apply for admission at any time during the year. Applicants who meet the requirements for admission to the University may be considered for entry into the program. See pp 10-13 for University Admission Requirements.

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

Eligibility for the Bachelor of Science Programs

Applicants who meet the requirements for admission to the University may be considered for eligibility for the program. The eligibility criterion is three years of work experience.

Program-Specific General Education Requirements  60 QH

The Bachelor of Science in Management (BSM) and the Bachelor of Science in Management Information Systems (BSMIS) programs require a minimum of 60 quarter hours of general education. This will include demonstration of
Eligibility to Start the BSM/BSMIS Programs

Once students have obtained a minimum of 90 quarter hours necessary to start the BSM/BSMIS program, they may apply for eligibility to start in the Bachelor of Science in Management program (BSM) and the Bachelor of Science in Management Information Systems (BSMIS) program. Students who enter their major with less than 128-130 quarter hours (depending on the credits in their academic major) should be aware that in addition to completion of their major, they will still need additional college credits to earn their Bachelor’s degree, which requires 180 quarter hours. These students may take CLEP or DANTES exams or complete a portfolio of prior learning. Note that the BSM and BSMIS programs are considered full-time programs and that overloads are not encouraged.

Degree Requirements (BSM) (BSMIS)

The responsibility for meeting all graduation requirements rests upon the individual student. Failure to meet deadlines will result in delayed graduation. The degree requirements are as follows:

1. A student must complete at least 180 quarter hours of study. At least fifty (50) of the 180 quarter hours must be completed in the BSM/BSMIS Program.
2. Sixty quarter hours of general education credits are required for the degree.
   a. The 60 quarter hours of general education must consist of at least one course or course equivalent in each of the following seven content areas: communications, humanities, fine arts, quantitative reasoning, physical and life sciences, social sciences, and behavioral science.
   b. Program course work may not be applied toward the general education credit requirements needed for graduation.
3. Students must complete the program with at least a 2.0 grade point average.
4. A maximum of 60 quarter hours of technical credit may be applied toward the degree.
5. A maximum of 60 quarter hours of credit by portfolio may be applied toward the degree.

Bachelor of Science in Management (BSM) Degree-Completion Program

The B.S. in Management program is a non-traditional, experience-based undergraduate program for working adults. Designed for current managers or professionals who take on management functions, the program is relevant to individuals in the for-profit, not-for-profit, and government sectors.

The B.S. in Management program seeks to enhance the effectiveness of individuals involved in the management of human, fiscal, and information resources in a variety of organizational settings. Distinctive in both design and delivery, the program is taught by a faculty with strong managerial and organizational experience.

Distinctive Approach

The BSM program is a web-enhanced program that engages adults in a learning process that is highly interactive, personalized, and experiential. In addition to once a week classroom format, students are also expected to participate via the Internet in an asynchronous Web-based learning platform outside the classroom to share ideas, practice and develop their abilities to understand, evaluate viewpoints, and solve problems.

For this reason, students entering the BSM program are expected to have access to the Internet with a valid email account and appropriate computer hardware and software.

Large-scale behavioral simulations, case studies, team projects, and individual managerial assessments are extensively used to assist students in applying managerial theories and concepts to their work settings.

The BSM coursework concentrates on developing managerial and leadership competencies required of organizations in the twenty-first century. The curriculum focuses on developing managers who can lead, organize, innovate, motivate, negotiate, inspire, and establish positive, productive relationships with those they manage.

The online BSM program is an option for those who would like to complete the entire program via the Internet. It is an asynchronous program: anywhere, anytime, anyplace. It is delivered in the same format as the regular BSM, but it is completely online.

Core Competencies

Courses in the B.S. in Management program integrate the following core competencies:

- Communication skills – interpersonal, oral, written
- Problem-solving skills, including diagnosing, evaluating and intervening
- Critical thinking skills
- Quantitative and qualitative analysis skills
- Managing change
- Decision-making skills
- Respect for diversity, including gender, ethnicity, age, and lifestyle
- Recognizing ethical and legal implications of behavior
- Global/international perspectives
- Ability to work collaboratively in groups and teams
A Quality, Intense Program

The B.S. in Management program is a quality program for working adults. The faculty, the curriculum, and the learning process attest to the strong commitment to provide a quality experience for students.

Responsive and relevant to what current and future organizations need, the program integrates the study of disciplines in management and business with the power of learning from experience.

The students in the program have work experience from various organizations who form a class group that stays together for the entire program. The class group insures peer support and shared learning from fellow students who represent diverse work settings. As theory is applied to the workplace, each student’s organization becomes a “living case study” that is shared with the group. Learning is enriched through this exposure to diverse people and organizations.

The BSM program contains 13 courses and is offered at selected locations convenient to working adults. Students in Bachelor of Science in Management may choose to combine this professional studies program with a major in Spanish Language and Culture Studies (see pages 73-74).

B.S. in Management Requirements 49 QH

**Term I**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT403</td>
<td>Introduction to BSM/BSMIS</td>
<td>1</td>
</tr>
<tr>
<td>MGT431</td>
<td>Communication Skills for Managers</td>
<td>4</td>
</tr>
<tr>
<td>MGT410</td>
<td>Management and Supervision</td>
<td>4</td>
</tr>
<tr>
<td>MGT412</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
</tbody>
</table>

**Term II**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT436</td>
<td>Critical Thinking and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MGT458</td>
<td>Marketing for Managers</td>
<td>4</td>
</tr>
<tr>
<td>MGT416</td>
<td>Information Systems Concepts</td>
<td>4</td>
</tr>
</tbody>
</table>

**Term III**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT444</td>
<td>Financial Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>MGT452</td>
<td>Legal and Ethical Principles in Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT482</td>
<td>Strategic Management</td>
<td>4</td>
</tr>
</tbody>
</table>

**Term IV**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT430</td>
<td>Communication in Organizations</td>
<td>4</td>
</tr>
<tr>
<td>MGT406</td>
<td>Applied Business Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MGT454</td>
<td>Project Management</td>
<td>4</td>
</tr>
</tbody>
</table>

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

**Bachelor of Science in Management Information Systems (BSMIS)**

The B.S. in Management Information Systems degree-completion program is designed for working adults who want to join or get ahead in the information technology field. The program is designed in a ladder that builds from fundamentals and concepts to a full-fledged applied development project. The BSMIS is best suited for the adult student with at least 3 years of work experience, preferably with information technology.

The B.S. in Management Information Systems seeks to enhance the effectiveness of those who are on a supervisory track to senior management by providing the skills necessary to manage information technology projects both small and large. Distinctive in both design and delivery, the program is taught by industry practitioners with strong managerial and organizational experience.

The BSMIS program is also offered online for those who would like to complete the entire program via the Internet. It is an asynchronous program: anywhere, anytime, anyplace. The course content and curriculum are identical to the traditional classroom model. Students entering the program are expected to have access to the Internet at their homes and appropriate computer hardware and software. The program is designed to work with Microsoft products. Students using other types of operating systems may not be able to access all course content.

**Market-Relevant Technology Program**

Due to the rapid changes in the technology field, the BSMIS degree program is updated yearly to include the latest software, hardware, and methodological changes in the industry. Faculty members are continually conducting research into the future to ensure that the program meets current needs of students and employers. This attention to industry changes provides our students with a high probability of success in job promotions and/or job changes.

**Quality Program**

BSMIS faculty meet regularly to review curriculum, content, and textbooks. Additionally, faculty exchange best practice ideas to ensure that the degree program provides the best technological foundation for our students. All faculty have over 10 years experience in the field of technology management and most of them continue to actively work in their respective fields of expertise.

The B.S. in Management Information Systems program is only offered in an accelerated format, which can be completed in 16 to 18 months. The accelerated format allows the working
adult the ability to acquire the necessary technology skills that they can immediately apply in the workplace.

Students

The BSMIS students are professionals and managers from a variety of organizations including government, industry, and non-profits who form a class group (cohort) that stays together for the duration of the program. The class group ensures peer support and shared learning from fellow students who represent diverse work backgrounds. As theory is applied to the workplace, each student’s organization becomes a "living case study" that is shared with the group. Learning is enriched through this exposure to diverse people and organizations.

Program Course Structure and Requirements

The first term is designed to provide students with the basic set of tools and information necessary to be successful. The courses begin with a three-session overview of the program where students are introduced to NLU’s online tools and NLU’s electronic library. Students are also given an individual writing assessment. The first term also includes courses covering fundamental concepts related to information technology strategy, processes, people, and infrastructure.

The second term provides the student with practical experience with software tools in a hands-on environment. Additionally, the student learns about the current methods used to mine data to target customers, and guide business strategic decision making. The term also provides flexibility for the University to replace courses as technology specialties and/or certifications evolve.

By the third term, students have a solid understanding of concepts of information technology plus hands-on experience. That foundation allows them to begin their understanding of the role of technology in the modern organization from a historical, current and projected basis.

The final term provides the student with the last two elements necessary to lead an information technology project whether large or small. The term (and program) culminates in a course that requires the student to apply the knowledge gained through the previous terms in an information systems development project.

Students in Bachelor of Science in Management Information Systems may choose to combine this professional studies program with a major in Spanish Language and Culture Studies (see pages 73-74).

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

<table>
<thead>
<tr>
<th>Term II: Current Technologies</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT424 Developing and Managing Web Sites</td>
<td>4</td>
</tr>
<tr>
<td>MGT433 Developing and Managing Databases</td>
<td>4</td>
</tr>
<tr>
<td>MGT437 Data Mining and Warehousing</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term III: IT’s Role in Organizations</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT456 Securing Corporate Information Assets</td>
<td>4</td>
</tr>
<tr>
<td>MGT473 Strategic Uses of Information Technology</td>
<td>4</td>
</tr>
<tr>
<td>MGT469 Enterprise Resource Planning</td>
<td>4</td>
</tr>
</tbody>
</table>

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

Specialty Areas or Concentrations

Concentrations in technology areas such as cyber security or geographic information systems may be added to the BSMIS program when a specific certification need is identified within the market. Need may be determined by an analysis of a local market and/or through corporate or organizational contacts. Concentrations may include a combination of any of the following: existing catalog courses; courses developed specifically for the specialty area; and/or courses offered as special topics, which are relevant to the specialty.

Health Care Leadership Program (B.S.)

The Bachelor of Science in Health Care Leadership (HCL) is designed to meet the needs of adult learners whose primary focus is the health care field. The major is particularly suited to health care professionals who possess essential clinical skills but wish to enhance their career opportunities by developing proficiencies in management, supervision, leadership, and education. The HCL program is offered in two formats: in-class or face-to-face; and online.

The face-to-face program model is delivered in an accelerated format consisting of four terms with classes held typically one night a week. The classes are highly interactive and practical in nature. Carefully structured readings, written assignments, exercises, and applied term projects support the information acquisition and cognitive elements of the program.

In the online format of the HCL program, students complete the same courses and are expected to achieve the same learning outcomes. Classroom activities are restructured using a variety of communication tools to maintain the interactive and practical nature of the program. Because group interaction is required, each online course is configured into six (6) classes scheduled over a six (6) week period. Students are expected to maintain active participation each week, but retain considerable flexibility in scheduling of their weekly engagement.
The four required terms focus on the following themes:

- Health Care Team Building
- Health Care Supervision
- Health Care Education
- Health Care Systems/Leadership

Students in Health Care Leadership may choose to combine this professional studies program with a major in Spanish Language and Culture Studies (see pages 73-74).

Program Admission Requirements

Before admission into the program, students must attend required orientation sessions that introduce the program, assess academic skills and provide a foundation for the use of online instructional resources used in the program. During these sessions, each student will complete a degree plan.

Formal admission to the Health Care Leadership Major and enrollment in the intensive specialty courses sequence require the following:

1. licensure, registration or certification in a health care profession or employment in a health related field.
2. a minimum of 90 quarter hours (or 60 semester hours) of transferable credit. These credits may be earned through National-Louis University course work, transfer credit, credit by exam and credit by proficiency. A maximum of 60 quarter hours of technical credit may be included.
3. a grade point average of 2.0 or above (on a 4.0 scale) in all postsecondary work.
4. a list of two references from persons qualified to judge academic or professional expertise.
5. completion of academic skills assessment. (Depending on the results of this assessment, the academic plan may include Strategies for Effective Learning, other preparatory courses or high potential status.)

All Health Care Leadership majors must successfully complete at least 60 quarter hours of general education courses including the minimum distribution requirements listed below. In addition to college courses, students may complete general education requirements through Credit by Portfolio, Credit by Examination (CLEP or DANTES), or Credit by Proficiency. Although students are encouraged to complete general education requirements before entering the Health Care Leadership Program, it is recognized that some students in allied health and nursing programs will choose to complete specific area requirements after program admission.

1. Communications
   At least one college level writing course (4.5 quarter hours minimum).

2. Humanities
   At least one course in language, literature, history (U.S. and Western, Intellectual) philosophy, religion or ethics (4.5 quarter hours minimum).

3. Fine Arts:
   At least one course in art, music, theatre, or dance (4 quarter hours minimum)

4. Quantitative Reasoning:
   At least one course in mathematics, statistics or research methods (4.5 quarter hours minimum).

5. Physical and Life Sciences:
   At least one course in chemistry, physics, astronomy, geology, biology, microbiology, genetics, ecology, conservation, or zoology (4.5 quarter hours minimum.)

6. Social Sciences:
   At least one course in anthropology, economics, geography, cultural and ethnic history, political science or sociology (4.5 quarter hours minimum).

7. Behavioral Science:
   At least one course in psychology or a related behavioral science area (4.5 quarter hours minimum).

General Education Electives 33

Health Care Leadership Requirements 48 QH

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

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

Total Minimum Hours 180 QH
College of Management and Business Graduate Programs

Admission Policies

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

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

International Student Admissions

The College of Management and Business welcomes qualified international students for enrollment into its graduate programs. Applicants are required to present official records of scholastic achievement and evidence of proficiency in spoken and written English as a prerequisite for admission. Please refer to International Students in the General Information section of this catalog for details.

Status of Admitted Students

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

Admitted Status

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

Admission With One-Term Review Status

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

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

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

1. If an applicant or student wishes to appeal an admissions decision, the appeal must be made in writing to the Office of the Dean of the College of Management and Business within two weeks of receipt of the decision letter. Appeals will be forwarded to the College of Management and Business Academic Issues Governance Unit, which will make a decision to uphold or deny the appeal.
2. The Academic Issues Governance Unit will forward its decision to the applicable program administrator and to the Office of Admissions, who will officially notify the applicant of the unit’s decision.
3. Further appeals will be administered in accordance with the University policy on academic appeals as outlined in the Student Guidebook.
4. Applicants may initiate a request for an admission requirement exemption, along with their application for admission, when they know in fact that they do not meet a program admissions requirement. An exemption is required when an applicant does not meet the minimum requirements for one-term review status. Requests for an exemption will be forwarded to the Academic Issues Governance for an admissions decision.

Status of Formally Admitted Students

Enrollment

1. Graduate students must be admitted prior to the start of the first course of the program. Unclassified students are not eligible for admission into graduate programs.
2. Special Status students may be allowed to enroll in the first course of Term I while awaiting the completion of the formal admissions process. Special Status students must take the writing assessment prior to starting class; they must also successfully complete MGT523 prior to starting class if they score less than a 3.5 on that assessment. This status will be conditional upon a determination by local admissions personnel that available information indicates that the applicant may eventually be admitted or admitted with one-term review status. Requests for an exemption will be forwarded to the Academic Issues Governance for an admissions decision.

Academic Policies

Transfer Between Graduate Programs

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

Transfer of Credit

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

1. The transferred course must have provided bona fide graduate credit that would have fulfilled graduate degree requirements at the institution at which the course was taken.
2. The credit must not have been used toward a degree which was awarded.
3. The credit may be for graduate work completed at National-Louis University or elsewhere for which a degree was not awarded.
4. Credit earned more than six calendar years before graduate admission is not transferable.
5. Courses with a grade below B cannot be used for transfer credit. A “Pass” grade for a completed pass/fail graduate course is acceptable.
6. Transfer credit may be prohibited or limited in certain academic programs.

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

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

Graduation Requirements

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

Management and Business Programs

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

Academic Standards

Students enrolled in the graduate programs will be monitored continuously to ensure compliance with program academic standards. To remain in good academic standing and complete the requirements for the programs, students must adhere to the following academic standards:

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

Transfer Between Groups

Students will not be permitted to transfer from one schedule to another between courses unless there are
extenuating (emergency) circumstances. Transfers must be approved by the local Academic Program Director or Administrator.

---

**Master of Business Administration (M.B.A.)**

The M.B.A. program at National-Louis University’s College of Management and Business offers a diverse series of courses which will present the experienced practitioner with the financial/accounting/economic skills, as well as the practical people/leadership skills needed to succeed in today’s increasingly complex organizational settings. The focus of our program is strategic management: the art and science of aligning business vision, strategy and performance. Our MBA Program is designed for students to earn their degrees in just 22 months.

Our MBA provides a “business management laboratory” where you’ll learn to apply the knowledge and skills necessary to manage an enterprise. Guided by faculty with extensive practical experience, the courses are designed to address practical problems, rather than theoretical ones, so that students will be able to apply their new knowledge and skills in their work settings almost immediately. Furthermore, the courses contain common themes and threads. These themes and threads include communication issues, issues of diversity, law and ethics, as well as strategic thinking and leadership skills. This program is designed to serve adults who work in complex organizations, public as well as private, not-for-profit as well as for-profit, and to help them work more effectively with superiors, peers and subordinates in identifying, clarifying and solving organizational goals and problems.

The M.B.A. program contains 13 courses and is offered at selected locations convenient to working adults. Students will meet in cohort groups, which remain together for the thirteen courses of the program. You’ll work on a team, devising strategies, contributing your own viewpoints and bringing your team’s objectives together to achieve a goal. In the process, you’ll develop your business instincts and build valuable skills, both quantitative (such as analyzing a financial statement) and qualitative (as in project team management).

Our MBA program is offered in three innovative formats: in-class (Web enhanced), online and hybrid. Students progress through the program with a cohort of 15 to 20 diverse students who reflect teams you may encounter on the job. Courses meet just once a week in the in-class format, in which face-to-face coursework is supported by participation in a Web-based classroom site that can be accessed anytime, anywhere. Instruction in the online format is conducted via our Web-based learning platform. Online courses are much like classroom courses, with definite objectives tied to specific course content. Cutting edge tools such as streaming media and strategic management simulations will enhance your learning. Our hybrid format provides innovative combinations of our in-class and the online formats.

---

**M.B.A. Requirements**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term I</td>
<td>MBA500</td>
<td>Introduction to Graduate Studies</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MBA502</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MBA510</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MBA522</td>
<td>Strategic Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Term II</td>
<td>MBA514</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MBA526</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MBA508</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>Term III</td>
<td>MBA518</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MBA529</td>
<td>Multinational Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MBA532</td>
<td>Technology and Management</td>
<td>3</td>
</tr>
<tr>
<td>Term IV</td>
<td>MBA516</td>
<td>Financial Markets</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MBA506</td>
<td>Ethical and Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MBA581</td>
<td>Introduction to Capstone</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MBA524</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
</tbody>
</table>

---

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

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

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

Term I  
MHA500 Introduction to Health Services Administration 1  
MHA510 Origins of Health Care Delivery Systems 3  
MHA511 Health Care Policies and Trends 3  
MHA512 Health Care Management 3  

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

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

Term IV  
MHA540 Marketing Health Care 3  
MHA541 Strategic Management in Health Care 3  
MHA550 Colloquium in Health Services Administration 3  

Management (M.S.)  
with special emphasis in Organizational Leadership

The Management program is based on the conviction that most professionals in business, not-for-profit, and government organizations have ample skills in their specialization but need more knowledge and skill to effectively lead and manage the human complexities in organizations. The Management program is designed to deliver quality education to adults who wish to acquire knowledge and skills that will help them: 1) work more effectively with people at all levels in an organization; and 2) function more effectively in contributing toward the achievement of organizational goals. The program is ideal for managers and other professionals whose jobs require frequent interaction with other people or require leading and supervising others in an organizational setting. This master’s degree program is offered at selected locations convenient to working students who meet in cluster groups which remain together for the entire program. It is also offered in a completely online format. The application oriented design of the required courses enable students to apply their knowledge and skills almost immediately in their work settings.

The MSM program is offered in several delivery models:

1. One evening per week of class (4 hours) augmented by online web support and asynchronous discussion (for approximately 18 months).
2. Every other weekend, 6 hours of class, augmented by online web support and asynchronous discussion (for approximately 22 months).
3. One weekend per month with 12 hours of class, augmented by online web support and asynchronous discussion (for approximately 22 months).
4. A blended schedule with each course having some face-to-face classes and some online class weeks.
5. Entirely online, with no residency requirements.

In each case, classes will consist of cohort groups of working adults who remain together throughout the program. The program consists of a fixed sequence of courses that will enable students to complete the program within approximately 18 to 22 months, depending on the delivery model chosen.

Degree Requirements  

Term I  
MGT542 Leadership Theory & Practice 3  
MGT543 Assessment of Leadership in Organizations 3  
MGT548 Practicum in Leadership Development 3  
MGT544 Effective Problem Solving & Decision Making 3  

Term II  
MGT549 Organizational Communication 3  
MGT551 Leadership & High Performance Teams (MGT548 Practicum ends) 3  
MGT552 Practicum in Proposal Development for Organizational Improvement 3  
MGT545 Organizational Analysis 3  

Term III  
MGT546 Organizational Design & Innovation 3  
MGT553 Strategic Leadership in Organizations (MGT552 Practicum ends) 3  
MGT547 Ethical Practices of Leaders 3  

Specialty Area Concentrations

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

Concentrations require the completion of 9 to 15 semester hours of course work within the concentration specialty area. (If a concentration is 9 or 12 semester hours, the remaining credits will come from courses the non-core MSM courses.) Concentrations may include a combination of any of the following: existing catalog courses, courses developed
specifically for the specialty area, and/or courses offered as MGT495: Special Topics, which are relevant to the specialty area. However, all MSM students are required to complete the six program core courses: MGT542, MGT543, MGT544, MGT545, MGT546, and MGT547.

M.S. in Management Transfer Credit Policy

In addition to the College level transfer credit requirements described above, the following specific Program level rules apply to MSM applicants who desire to transfer credit:

Master of Science in Management applicants may petition prior to the start of their program to have up to a total of 9 semester hours of transfer credit applied toward their MSM degree. Students transferring credit equivalent to a current MSM course may only receive up to as much credit as that course is assigned in the current MSM Program (i.e., 3 SH). Students may elect (but are not required) to attend class (without tuition or audit charges) with their group for a refresher on substituted or waived courses; however, they must pay for the course texts. Transfer credit will not be approved for the six core courses in the MSM Program.

REGULAR TRANSFER CREDIT (6 SH maximum)

Regular transfer credit will be approved for courses which are deemed to be equivalent to up to three of the five non-core MSM courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT548</td>
<td>Practicum in Leadership Development</td>
</tr>
<tr>
<td>MGT552</td>
<td>Practicum in Proposal Development for Organizational Improvement</td>
</tr>
<tr>
<td>MGT549</td>
<td>Organizational Communication</td>
</tr>
<tr>
<td>MGT551</td>
<td>Leadership &amp; High Performance Teams</td>
</tr>
<tr>
<td>MGT553</td>
<td>Strategic Leadership in Organizations</td>
</tr>
</tbody>
</table>

GENERAL TRANSFER CREDIT (6 SH maximum)

In addition to credits equivalent to current non-core MSM courses, up to 6 SH of the 9 SH. maximum credits may be transferred in a category called “general transfer credit” as long as they are for course work either from a college or school of business, management, or organizational studies or they are for courses which are demonstrably relevant to managerial leadership. General transfer credit is analogous to having one or two elective courses. CMB program administrators must approve all such transfer credit awards.

The lists below indicate which required MSM Program courses are to be waived in allowance for various numbers of general transfer credits.

If transferring 3 semester hours of “general transfer credit,” choose one to waive:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT552</td>
<td>Practicum in Proposal Development for Organizational Improvement</td>
</tr>
<tr>
<td>MGT548</td>
<td>Practicum in Leadership Development</td>
</tr>
</tbody>
</table>

If transferring an additional 3 semester hours (a total of 6) of "general transfer credit," choose one of these courses to waive:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT549</td>
<td>Organizational Communication</td>
</tr>
<tr>
<td>MGT551</td>
<td>Leadership &amp; High Performance Teams</td>
</tr>
<tr>
<td>MGT553</td>
<td>Strategic Leadership in Organizations</td>
</tr>
</tbody>
</table>

Graduate Certificate in Managerial Leadership

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

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

Certificate Requirements 18 SH

<table>
<thead>
<tr>
<th>Term I</th>
<th></th>
<th>Term II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT542</td>
<td>Leadership Theory &amp; Practice 3</td>
<td>MGT549</td>
<td>Organizational Communication 3</td>
</tr>
<tr>
<td>MGT543</td>
<td>Assessment of Leadership in Organizations 3</td>
<td>MGT551</td>
<td>Leadership &amp; High Performance Teams 3</td>
</tr>
<tr>
<td>MGT544</td>
<td>Effective Problem Solving and Decision Making 3</td>
<td>MGT545</td>
<td>Organizational Analysis 3</td>
</tr>
</tbody>
</table>

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

M.S. Completion Option:

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT552</td>
<td>Practicum in Proposal Development for Organizational Improvement</td>
<td>3</td>
</tr>
<tr>
<td>MGT546</td>
<td>Organizational Design &amp; Innovation</td>
<td>3</td>
</tr>
<tr>
<td>MGT553</td>
<td>Strategic Leadership in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGT547</td>
<td>Ethical Practices of Leaders</td>
<td>3</td>
</tr>
<tr>
<td>MGT548</td>
<td>Practicum in Leadership Development</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Human Resource Management and Development (M.S.)

This degree program provides for an in-depth examination of theory, principles and practices related to the management and development of human capital.

The program incorporates several policies and concepts including: HR planning; organizational development and change management; performance analysis and productivity; selection and retention; employee and labor relations; labor law; total compensation systems; training; career management; and the management of HR programs. The program provides students with the opportunity to share their work experiences with classmates and to apply learned skills in their workplace.

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

Program Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT509</td>
<td>Human Resources Planning</td>
<td>4</td>
</tr>
<tr>
<td>MGT533</td>
<td>Organizational Behavior, Organizational Development and Change</td>
<td>5</td>
</tr>
<tr>
<td>MGT521</td>
<td>Recruitment, Selection and Retention</td>
<td>3</td>
</tr>
<tr>
<td>MGT541</td>
<td>Employee Relations and the Law</td>
<td>3</td>
</tr>
<tr>
<td>MGT513</td>
<td>Total Compensation Systems</td>
<td>5</td>
</tr>
<tr>
<td>MGT520</td>
<td>Performance Analysis &amp; Productivity Measurement</td>
<td>4</td>
</tr>
<tr>
<td>MGT515</td>
<td>Training &amp; Development: Systems &amp; Practices</td>
<td>4</td>
</tr>
<tr>
<td>MGT540</td>
<td>Labor Management Relations</td>
<td>4</td>
</tr>
<tr>
<td>MGT508</td>
<td>Current Practices in Human Resources</td>
<td>4</td>
</tr>
</tbody>
</table>

Specialty Area Concentrations

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

Program Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT509</td>
<td>Human Resources Planning</td>
<td>4</td>
</tr>
<tr>
<td>MGT533</td>
<td>Organizational Behavior, Organizational Development and Change</td>
<td>5</td>
</tr>
<tr>
<td>MGT515</td>
<td>Training &amp; Development: Systems &amp; Practices</td>
<td>4</td>
</tr>
<tr>
<td>MGT508</td>
<td>Current Practices in Human Resources</td>
<td>4</td>
</tr>
</tbody>
</table>

Other Concentrations

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

Program Standard

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

* MGT590 Management Internship (3 SH) may be substituted for one of the above courses, with the permission of the Academic Program Manager and Assistant Dean.
Course Descriptions

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

Department Codes

AHA-Health Studies
AHE-Health Studies
AHG-Health Studies
MBA-Business Administration
MGT-Management and Business
MHA-Health Studies

Course Numbering System:

100-299 Lower undergraduate courses

Courses with these numbers are for undergraduate students (freshmen and sophomores). They carry no graduate credit, although graduate students may be admitted to such courses in order to make up prerequisites or to gain a foundation for advanced courses.

300-399 Advanced undergraduate courses

Courses with these numbers are for advanced undergraduate students (juniors and seniors). They constitute the advanced portion of an undergraduate program leading to the bachelor’s degree.

400-499 Advanced Undergraduate/Master’s level

Courses with these numbers are for advanced undergraduate (seniors) or for graduate students in a Master’s program. A 400 level course may be taken for either undergraduate credit or graduate credit upon approval of the student's departmental advisor and the department offering the course. Students must elect to apply the credit toward an undergraduate or graduate degree. Credit may be used only toward one degree.

490 Independent Study

Independent study provides undergraduate students in degree or certificate programs an opportunity to pursue advanced scholarly study in special areas where they seek further information or to investigate a practical problem in their area of professional interest. Special forms, available from the Office of Admissions and Records, must be completed and are required for registration.

495 Special Topic

Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript. There is no limit on the number of 495 courses that can apply to the degree, although each topic may be taken only once.

499 Seminar

Library research, discussions with peers and instructors, and field work in a selected area of interest.

500-599 Master’s level

Health Studies - Health Care Leadership

AHA430 Human Resource Development for Health Care Supervisors
Discusses the principles involved in job selection, training, development, and evaluation of job performance in health care organizations. Enables the student to design and implement job descriptions, selection interviews, in-service and job training sessions, and performance appraisals at the departmental level. Prerequisite(s): HCL courses from Terms 1 and 2. 4 quarter hours

AHA431 Principles of Health Care Supervision
Examines the roles of supervisors in health care organizations. Prepares health care professionals for supervisory roles by examining management theory and principles and practical applications in a variety of health care settings. Prerequisite(s): HCL Terms 1 and 2 courses. 4 quarter hours

AHA432 Financial and Physical Resource Administration
Examines and applies the principles involved in managing nonhuman resources in health care settings. Third party reimbursement, budget development, expenditure control, recordkeeping, inventory control, equipment maintenance, and facility planning will be introduced. Prerequisite(s): HCL Terms 1 and 2 courses. 4 quarter hours

AHA440 Health Care Systems
Introduces the fundamentals of systems management and organizational theory as it applies to the analysis of health care organizations. Systems models, organizational boundaries, varieties of systems, environmental factors, force field analysis, and the management of change will be introduced. Health policy issues are introduced. Prerequisite(s): HCL Terms 1, 2 and 3 courses. 4 quarter hours
AHA441  Health Care Planning and Evaluation
Introduces basic models for planning and program evaluation in health care settings including methods for identifying, gathering and utilizing data as information for decision making. Continuous quality improvement and quality assurance (QA) procedures are examined. Prerequisite: HCL Terms 1, 2 and 3 courses. 4 quarter hours

AHA442  Ethical and Legal Issues in Health Care
Explores the ethical and legal aspects of contemporary issues concerning health care delivery. The potential interaction and conflicts between individual value/moral systems, ethical standards and legal considerations are examined. Practical considerations for protecting institutional, practitioner and patient interests are presented. Prerequisite(s): HCL Terms 1, 2 and 3 courses. 4 quarter hours

AHE430  Educational Delivery in Health Care
Reviews the general principles of adult learning with application to health education programs. Enables students to design an appropriate learning activity for health care organizations that utilizes various components of individual and group learning techniques. Prerequisite: HCL courses from Term 1. 4 quarter hours

AHE431  Presentation Skills in Health Care
Enables students to implement a designed learning activity in a given health care environment. Design and utilization of instructional media are covered as a means of enhancing presentation skills. Prerequisite(s): HCL courses from Term 1. 4 quarter hours

AHE432  Educational Assessment in Health Care
Explores the general principles and guidelines for outcome assessment including clinical performance evaluation. Enables students to develop an assessment/evaluation instrument for the previously planned health care learning activities. Prerequisite(s): HCL courses from Term 1. 4 quarter hours

AHG300  Professional Writing in Health Care
This course provides an opportunity to review and refine written communication skills needed for advancement within health care organizations or professions. Prerequisite(s): Admission to the Health Care Leadership (HCL) Program. 4 quarter hours

AHG400  Overview of Health Care Delivery
Examines the evolution of health care delivery including societal expectations, organizations, careers, financing, access, and regulation. The ability to function as effective team members in a complex health care system is emphasized. Information sources are explored. Prerequisite(s): None. 4 quarter hours

AHG405  Team Development in Health Care
This course is a study of group behavior and the effect group functioning has upon organizational effectiveness. Emphasis is placed on the basics of group behavior, principles of group dynamics, problem solving, decision making, diagnosing and resolving conflict in groups, and managing and facilitating meetings. Prerequisite(s): Admission to the Health Care Leadership (HCL) Program. 4 quarter hours

MBA-Business Administration

MBA500  Introduction to Graduate Studies
This course will orient the student to enter the Masters in Business Administration program. The student will be introduced to the philosophy, procedure, politics and prerequisite knowledge of the MBA degree. This course will include overviews of adult learning concepts, useful academic skills, group dynamics, library services orientation and information sources. This course is a prerequisite to all other MBA courses. 1 semester hour

MBA502  Organizational Behavior
This course will introduce the student to contemporary theories of organizational behavior and the effects of that behavior on the individual, workgroups and the organization itself. A variety of managerial decision-making techniques will be used in the analysis and solving of organizational problems. Prerequisite: MBA500. 3 semester hours

MBA504  Human Resources Management
This course will introduce the student to the human resource functional areas within their organizations. These areas include: human resources forecasting and planning; employee recruitment and selection; salary/benefits administration; and the legal aspects of labor and employee relations. Additionally, such topics as work force diversity, continuous improvement and ethical decision-making will be examined as they relate to human resource management practice. This course will also expose the student to the key elements of administrative aspects of human resource management and organizational communications networks. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite: MBA500. 3 semester hours

MBA506  Ethical and Legal Issues
This course will introduce the student to ethical and legal theories as they relate to the modern organization. The rights and duties of the organization to its stakeholders, both internal and external, as well as to society-at-large, will be examined. The rights and duties addressed will be political and social as well as ethical and legal. Major issues to be analyzed will be: leadership; employer-employee; occupational safety; product safety; advertising; environmental issues; and social responsibility. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite: MBA500. 3 semester hours

MBA508  Managerial Economics
This course will introduce the student to the application of microeconomics principles to managerial decision-making in the modern organization. Emphasis will be placed on marginal
MBA510 Macroeconomics
This course will introduce the student to macroeconomics principles and how the fluctuations of economic public policy impacts the behavior of individuals, organizations and governments. Issues addressed will be business cycles, price fluctuations, employment issues, trade issues and growth, as well as international trade policy and the expanding global economy. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite: MBA500. 3 semester hours

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

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

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

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

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

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

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

MBA526 Project Management
This course introduces MBA students to the discipline of project management with examples of the kinds of projects they are likely to encounter in their career, such as Facility Construction, Product Development, IT Systems, Business/Public Program Rollout, etc. Students will learn principles and apply techniques in project need/mission formation; project planning and control; risk management and mitigation strategies; project organization, leadership, and motivation issues, procurement and contract management; quality management; and project communications. Course contents are aligned with industry certifications (Project Management Professional), although the course by itself is insufficient for certification exams. Prerequisite(s): MBA500 Introduction to MBA. 3 semester hours

MBA528 Multinational Human Resource Management
This course will help students develop the understanding and skills needed to manage the human resource aspects of an organization’s foreign operations. There will be a special focus on the need to understand and adapt to the culture of the people within each operational unit. Prerequisite(s): For MBA Program students: MBA500 Intro to MBA. For Certificate students: Intro to WebCT workshop. 3 semester hours

MBA529 Multinational 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 of the firm and the diversity of business environments across the world, 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): For MBA program students: MBA500 Introduction to MBA. For Certificate students: Introduction to WebCT workshop. 3 semester hours

**MBA530 Consumer Behavior**
This course will examine the nature of consumer interest, desire, personal benefit, and behavior that ultimately results in personal economic decisions. The student will develop the knowledge and skills necessary to collect, understand, and analyze data that the individual consumer will reference in her/his process of purchase/ownership determination. Prerequisite(s): For MBA Program students: MBA500, Intro to MBA and MBA522, Strategic Marketing For Certificate Students: Intro to WebCT workshop and an upper level undergraduate Marketing course. 3 semester hours

**MBA532 Technology and Management**
This course gives the student a business framework for how to exploit technology and information to improve competitiveness and quality. Like human and financial resources, technology is a critical ingredient of modern business. The course addresses a broad set of technology - from general automation to the digital revolution, IT, and the Internet -- and its impact on many industries -- manufacturing and various services from healthcare to government. The business framework is based on Michael Porter’s model of Competitive Advantage. Prerequisite(s): For MBA Program students: MBA500 Intro to MBA For Certificate students: Intro to WebCT workshop. 3 semester hours

**MBA534 Product Management**
This course will examine the development of a product or service based on information from the marketplace. Development will be based on market research, technological capability, target audience, economic trends, manufacturing cost structures, intellectual property and licensing rights, and feasibility/profitability studies. Both products and services progress through stages of growth, usability, importance, and decline for both manufacturer/supplier and consumer. This course will help the marketing student develop the knowledge and skills to manage the research, development, introduction, growth, maturity, decline and end of life cycles of products and services offered by the organization. Prerequisite(s): For MBA Program students: MBA500, Intro to MBA and MBA522, Strategic Marketing For Certificate students: Intro to WebCT workshop and an upper level undergraduate Marketing course. 3 semester hours

**MBA536 Corporate Hedging Strategies**
This course will help students develop corporate hedging strategies predominantly through the use of index and equity options and exchange traded funds. Students will focus on analysis of corporate risk exposure and hedging strategies to limit the risk. Students will utilize risk management software, option valuation tools, and other modeling tools used for corporate hedging. Prerequisite(s): For MBA Program students: MBA500, Intro to MBA and MBA516, Financial Markets For Certification students: Intro to WebCT workshop and an upper level undergraduate Finance course. 3 semester hours

**MBA538 Advertising and Promotion**
This course will help students to develop the knowledge and skills to understand the nature and power of advertising, to gauge attitudes toward particular product categories and advertising messages, to use and measure various media, and to consider the ethical implications underlying the advertising message to market the products of the organization. There will be a special focus on the means of developing a strategic marketing campaign for new products. Prerequisite(s): For MBA Program students: MBA500, Intro to MBA and MBA522, Strategic Marketing For Certificate students: Introduction to WebCT workshop and an upper level undergraduate Marketing course. 3 semester hours

**MBA540 Strategic Investments**
This course explores the business valuation process from the perspective of business managers, financial practitioners, and investors. Students will analyze the recent increase in value-based practices, drivers of value in corporations, how to make value happen, and value-based initiatives related to corporate restructuring. 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 hour

**MGMT-Management and Business**

**MGT101 Introduction to Business**
Studies the forms of business organization, microeconomic topics, business and society, management, and decision making. 4 quarter hours

**MGT106 Applications of Business Writing**
Introduces the communication process and addresses the application of basic communication skills through intensive practice in the types of writing and oral presentations required in the business world. Forms of business correspondence include: memorandum, routine business letters, letters conveying good or bad news, persuasive letters, letters of application, and resumes. Prerequisite: MGT101, LAE101 or Consent of advisor required. 4 quarter hours
MGT120  Accounting Principles I
Applies the basic accounting principles as they relate to sole
proprietorships and merchandising companies. Guides students
in the understanding of the accounting business cycle
procedures related to journalizing, posting, adjusting entries,
closing entries, and preparing financial statements.  4 quarter
hours

MGT121  Accounting Principles II
Applies the basic accounting principles as they relate to a
merchandising concern. Guides students in the understanding
of the generally accepted accounting principles (GAAP) as they
apply to inventory valuation, accounts receivable, plant assets,
and accounts payable. Students will also learn the concepts
and procedures of internal control, the computation of payroll,
and the preparation of a bank reconciliation statement.
Prerequisite: MGT 120.  4 quarter hours

MGT122  Accounting Principles III
Applies the basic accounting principles as they relate to
partnerships and corporations. Guides students in the under
standing of the generally accepted accounting principles
(GAAP) as they apply to the issuance of common stock,
preferred stock, and bonds. Students will also learn how to
prepare the statement of cash flows and use the tools and
techniques to analyze and interpret financial statements.
Prerequisite: MGT121.  4 quarter hours

MGT150  Introduction to Computers and
Computer-Based Applications
Examines the history, development and use of computers and
computer applications. Students will be introduced to state-of
the-art computer technology. Topics include computer
hardware, software, networks, multimedia and their applications
to society, business, industry and government. This course will
introduce students to operating systems and application
productivity tools, such as word processing, database
management, spreadsheets and presentation management.  4
quarter hours

MGT200  Practicum Experience
Designed specifically for BECA students. Students can earn credit
for their experience in a business environment. Prerequisite:
Enrollment in the BECA Programs.  4 quarter hours

MGT204  Business Law I
Introduces the legal principles underlying standard business
transactions and the legal instruments involved: contracts,
agencies, partnerships, corporations, property (real and
personal), and the Uniform Commercial Code (sales, negotiable
instruments, and secured transactions). Prerequisite: MGT101.
4 quarter hours

MGT205  Business Law II
Studies the concepts and rules that apply to business
organizations. Features lectures and cases dealing with
commercial transactions, property, documents of title,
negotiable instruments, bank items, partnerships, and
corporations. Prerequisite: MGT204.  4 quarter hours

MGT207  Visual Basic
This course teaches Visual Basic, an event-driven programming
language. It introduces the student to real-world situations by
creating windows-based interface design specifically for the user.
The student will develop fairly sophisticated programs using Visual
Basic for Windows. Prerequisite: MGT140.  4 quarter hours

MGT215  Business Applications of Spreadsheet
This course emphasizes the use of spreadsheet as a Decision
Support System (DSS) that assists managers in the decision-
making process. The course begins with a fundamental
background in the purpose and use of spreadsheets in a
business environment. It continues with advanced spreadsheet
concepts, operations, and techniques (i.e., macros, regression,
forecasting, accounting functions, etc.) Prerequisite: MGT140 or
MGT150.  4 quarter hours

MGT220  Managerial Accounting
Introduces students to the field of management accounting
focusing on the development of useful cost information for
product costing and management reporting purposes.
Develops an understanding of management decision making
through the application of cost-volume-profit analysis, capital
budgeting techniques, and preparation of master budgets.
Prerequisite: MGT122.  4 quarter hours

MGT221  Individual Taxation
Presents basic concepts of the U.S. tax laws. Provides students
with a knowledge of specific skills in computing gross income
and exclusions, adjustments to income, itemized deductions,
credits and special taxes, capital gains and losses. Covers the
technical areas that are important to tax preparers in filing
income tax returns. Prerequisite: MGT122.  4 quarter hours

MGT225  Survey of Information Technology
Surveys special computer-based topics and reviews current
developments in computer technology. Prerequisite: MGT140.
4 quarter hours

MGT230  Better Business Writing
In this course, students will review and practice tools of good
writing. These include the foundation skills of clear organization
of sentences and paragraphs; appropriate word choice; and
correct grammar and punctuation. Students will also learn the
basic format for an executive summary. 3 quarter hours

MGT235  Learning in Teams
This course is designed to provide students with knowledge
and skills in group process, group learning, and building and
sustaining learning teams. The course will demonstrate how
team techniques, now common in business and government, can be applied to an educational setting to increase the learning performance of adult students. 3 quarter hours

MGT239  Database Applications
This course begins with an introduction to database management concepts. Using a state-of-the-art relational database, students will learn how to design a database, locate data, edit data, display information, organize data, generate custom design reports, and generate custom labels. The student will learn how to use the database’s natural language to act as an intelligent assistant. The overall emphasis of this course is the business use of a database manager as a Decision Support System (DSS) that assists managers in the decision-making process. Prerequisite: MGT140 or MGT150. 4 quarter hours

MGT240  Business Application Development I: Using COBOL
Introduces the students to the concepts of programming in a high-level, structured system. Course emphasis is on data structure, sequential file handling, reporting and sorting. Topics include structured program development, utilizing embedded COBOL, sorts, and creating reports, sequential reports, reports with control breaks, and reports with table-controlled summaries. Prerequisite: MGT140. 4 quarter hours

MGT241  Business Application Development II: Using COBOL
Introduces the students to the concepts of writing COBOL programs used in an interactive environment. Course emphasis is data validation, interactive communication and online updating of a master file. Topics include methods used to interface with a user-operator, design of interactive data, indexed sequential file structures, data validation, and online access methods. Prerequisite: MGT240. 4 quarter hours

MGT243  Office Information Systems
Examines office information and decision support systems as emerging and critical elements in business data and information systems. Emphasizes information processing considerations at the systems level, including analysis and management of support activities such as data and records management, electronic filing and retrieving systems, word processing, micro- and reprographics, and (tele) communications. Prerequisite: MGT140 or MGT150. 4 quarter hours

MGT250  Introduction to Electronic Commerce
This course focuses on operation of a business conducted entirely on the Internet (e-commerce) and the integration of the Internet into business (e-business). Prerequisite: MGT140. 4 quarter hours

MGT256  Learning Through the Case Study Method
There are various ways to learn. This course teaches how to learn experientially through the case study method. The student will learn by participating in case study analysis emphasizing management situations in formal organizations. The goal is to better enable the student to learn to ask the right questions, to analyze, to choose and to solve problems in management situations. 2 quarter hours

MGT264  Stress Management
Explore the major causes of job related stress and learn various coping skills. Identify stressors and enhance the ability to survive in the workplace. 2 quarter hours

MGT270  Survey of International Business
Exposes students to the interrelationship between international business firms and their international, external, economic, political, and cultural environments. Addresses the international adaptations necessary in marketing, finance, and personnel approach, which accompany the lecture format. Prerequisite: MGT101. 4 quarter hours

MGT300  Principles of Marketing
Studies the marketing concept including discovering consumer needs, translating the needs and wants into products and services, creating the demand for the products and services, and expanding the demand. Prerequisite: MGT101. 4 quarter hours

MGT301  Principles of Finance
Addresses the financial aspects of a business: financing operations, combinations and the organization of a business; how the financial function of a business relates to the financial community. Prerequisites: MGT101, MGT122, and LAS250 or LAS255. 4 quarter hours

MGT302  Principles of Management and Supervision
Examines the actual roles managers play in complex organizations. Prepares aspiring managers and professional/technical employees for management positions while helping them to work more effectively with current managers. Examines management theory critically for utility in light of actual practice. Prerequisite: MGT101 and MGT106, LAE101 and LAS250 or LAS255 recommended. 4 quarter hours

MGT303  Business Research and Communication
Addresses functional uses of communication in planning, organizing, staffing, directing, and controlling. Discusses methods of researching business information and techniques for presenting collected data. Fosters development of organization, documentation, and style in oral and written reports. Prerequisites: MGT101 and MGT106. 4 quarter hours

MGT304  Business Ethics
Introduces basic ethical principles within a business framework. Addresses standards of ethical conduct within the business community; codes of ethics; concerns over corporate behavior; ethical responsibilities to firms, employees, customers, stockholders, and others in society. Examines advantages of
MGT305 Operations Management
Represents a blend of concepts from industrial engineering, cost accounting, general management, quantitative methods, and statistics. Covers production and operations activities, such as forecasting, choosing for an office or plant, allocating resources, designing products and services, scheduling activities, and assuring quality. Prerequisites: MGT101, MGT220 and LAM216. 4 quarter hours

MGT307 Consumer Behavior
Draws on the behavioral sciences to provide insight into consumer needs, wants, and behavior in the marketplace. Emphasizes how the manager in business and non-business organizations can build an understanding of the individual consumer into the marketing decisions of goods and/or services. Provides an overview of the role of consumer research. Prerequisite: MGT300. 4 quarter hours.

MGT309 Advertising
Covers advertising as it pertains to the development of a marketing promotional program. Examines the role of advertising in implementing marketing objectives and strategies. Identifies and evaluates the various forms of advertising based on marketing objectives. All aspects of mass communication, from planning to the final evaluation of the promotional mix, are examined. Also includes an examination of current topics in advertising (interactive media, infomercials, international advertising, etc.) Prerequisite: MGT300. 4 quarter hours.

MGT310 Principles of Self-Management and Learning
This course is designed as an orientation for adult students returning to higher education. It includes topics related to academic program planning, personal strategic planning, adult learning, and other items relevant to accomplishing your goals in an academic setting. 3 quarter hours

MGT312 Marketing Research
Studies the research process as an aid to planning and decision making in marketing management. Topics include the role of research and information system in defining and planning research needs, obtaining marketing information, and identifying target markets. Attention is also given to product and advertising research and market and sales analysis. Prerequisites: MGT300 and LAM216. 4 quarter hours.

MGT314 JAVA Programming
This course is designed to teach the beginning programmers in developing applications and applets using Java programming. This course also introduces students to object-oriented programming concepts along with Java syntax to implement them. Fundamentals of structured logic using decisions, loops, and array manipulation are discussed. Prerequisite: MGT140 and MGT347. 4 quarter hours

MGT315 Corporate and Partnership Taxation
Provides basic concepts of taxation of the corporation and the preparation of corporate tax forms. Emphasizes understanding of the various deductions allowable in the determination of the corporate taxable income. Prerequisite: MGT221. 4 quarter hours

MGT316 Sales Organizations and Selling
Covers the design, development, sales department relations, personnel management in the selling field, sales budgets and cost analysis and their impact on the sales organization. Also examines the role of selling on the marketing program mix, the elements of effective selling, and the development of an effective sales team. Considers current issues related to sales organizations and selling. Prerequisites: MGT300 and MGT302. 4 quarter hours.

MGT317 Retailing
Focuses on what someone entering the retailing field really needs to know. The retailing environment will be analyzed, examining customers and competition in retailing. Merchandising, buying, handling, pricing, advertising and promotion, and customer service will be explored. Location analysis will also be examined as a success factor in retailing. Prerequisite: MGT300. 4 quarter hours

MGT319 Money and Banking
Examines financial institutions, systems, regulating bodies, and policies. Prerequisites: MGT101 and LAS250 or LAS255. 4 quarter hours

MGT320 Intermediate Accounting I
Presents a thorough investigation of Generally Accepted Accounting Principles (GAAP) underlying corporate financial statements. Emphasis is placed on the qualitative characteristics of accounting information and the objectives of financial reporting. Covers the accounting and reporting requirements for receivables and inventories, compound interest, and annuities. Prerequisite: MGT122. 4 quarter hours

MGT321 Intermediate Accounting II
Involves students in a thorough investigation of Generally Accepted Accounting Principles (GAAP) underlying the financial reporting of marketable securities; contingent liabilities; plant, property and equipment; and long-term debt. Introduces the accounting and reporting requirements for capital stock, stock rights, stock warrants, convertible securities, and deferred income taxes. Prerequisite: MGT320. 4 quarter hours

MGT322 Intermediate Accounting III
Involves students in a thorough investigation of Generally Accepted Accounting Principles (GAAP) underlying the financial reporting of pension plans, capital and operating leases, discontinued operations, changes in accounting principles, and earnings per share. Introduces the accounting requirements for
advances in computer and operating systems have placed data, through recovery and protection. Issues of risk and security, as and security of data systems are presented as a function of design
The proliferation of corporate databases and the development of
MGT122; MGT140 or MGT243.
computer-based accounts receivable, accounts payable,
most common applications. Guides students through
environment. Uses basic but comprehensive computerized
creative fashion to illustrate accounting practices in today’s
MGT321. 4 quarter hours
MGT323  Cost Accounting
Introduces students to the field of management accounting
focusing on the development of useful cost information for
product costing and management reporting purposes. Develops an understanding of management decision making
through the application of cost behavior analysis, product
costing methods, variance analysis, cost allocation techniques,
and transfer pricing. Prerequisite: MGT220. 4 quarter hours
MGT324  Electronic Accounting
Combines accounting and computer science in a timely and
creative fashion to illustrate accounting practices in today’s
environment. Uses basic but comprehensive computerized
software to give the student “hands-on” experience with the
most common applications. Guides students through
computer-based accounts receivable, accounts payable,
general ledger, and other related modules. Prerequisites:
MGT122; MGT140 or MGT243. 4 quarter hours
MGT325  Data Mining and Warehousing
Introduction to the fundamental concepts of data mining
including motivations for and applications of data mining. The
course provides an overview of the ethics and privacy issues
with respect to invasive use, and an exploration of data mining
methodologies. Introduces techniques for mining information
from the web including logs, forms, cookies, user identification
and path analysis. Prerequisite(s): MGT403.
MGT326  Securing Corporate Information Assets
The proliferation of corporate databases and the development of
telecommunication network technology as gateways to intrusion
are examined. Ways of investigating the management of the risk
and security of data systems are presented as a function of design
through recovery and protection. Issues of risk and security, as
they relate to specific industries and government, are major topics
in the course. Examples are presented of how major technological
advances in computer and operating systems have placed data,
as tangible corporate assets, at risk. Quantitative techniques for
risk assessment and for qualitative decision making under
uncertainty are explored. Prerequisite(s): MGT403.
MGT327  Procuring, Managing and Leading
High-Tech Workers
This course is geared towards the human resource official and line
manager who recruit, manage and retain those professionals who
think and act as free-agents. The purpose of this course is to
provide concrete advice on day-to-day procurement, management,
and retention issues specific to the high technology
employee. It provides insights into different ways of thinking about
and managing the higher-paid, highly sought after, and often
introverted employee. The course also emphasizes how managers
can more effectively manage the internal and external environment
that relates to the management of information technology human
resources. Prerequisite(s): MGT403
MGT328  Enterprise Resource Planning
Course provides an overview of enterprise resource planning. Students will learn how to create a seamless integration of
information flow through an organization by combining various
sources of information into coherent software applications and
databases. They will also learn how to transform business
processes to create a seamless flow in supply chains. The course
presents the origins and evolution of ERP along with trends and
issues it has created. Prerequisite(s): MGT403.
MGT340  Systems Analysis and Design
This course presents a systematic structural approach to systems
analysis and design. It covers all the phases in systems life cycle
from conception to implementation and evaluation. Prerequisites:
MGT 207 and MGT240 or Instructor’s agreement. 4 quarter hours
MGT341  Database Program Development
Surveys database concepts and database management
systems. Guides students in the use of a popular software
package to learn the theory and application of database
management systems. Prerequisite: MGT239 and programming
language. 4 quarter hours
MGT342  Management Control of Information Systems
Provides a broad overview of the information systems
management function. Emphasizes information systems
management, with particular attention to planning, organizing,
and controlling user services, and managing other computer
information systems development processes. Covers subject
matter through lectures, reading, discussions, and case-study
analysis. Prerequisite: MGT140. 4 quarter hours
MGT347  Computer Networks & Intranets
This course teaches the fundamentals of computer networks
including data communications and telecommunications
concepts. It emphasizes the importance of the Intranets and
teaches students the hardware and software setup for
Intranets. Prerequisite: MGT140. 4 quarter hours
MGT348  C++ Programming
Introduces structured modular programming design and
techniques used for development of various software. Involves
designing and writing typical business application programs.
Prerequisite: One programming course. 4 quarter hours
MGT350  Management Information Systems
Provides a fundamental understanding of the value and uses of
information technology in business operations, managerial
decision-making and in creating a strategic competitive
advantage for the enterprise. Course provides a broad overview
of the basic elements of the technology field. Future managers,
entrepreneurs or other specialists, will understand the uses of
technology in today’s business world. 4 quarter hours
MGT352 Network Management
This course introduces the concepts and foundation of computer networks, including LAN and WAN. It emphasizes management's engagement in dealing with this ever-changing critical technology. Topics include telecommunications networks; remote network access; transmission carrier services; internet features and functions; and the future of telecommunications. 4 quarter hours

MGT353 IT Structure, Management & Control
Course is designed for students and managers who desire an overview of contemporary information systems technology (IT) management. It explains the relevant issues of effective management of information services activities and highlights the areas of greatest potential application of the technology. Course involves extensive use of business cases devoted to Information Technology. 4 quarter hours

MGT362 Marketing for Entrepreneurs
Provides practical tools for planning, implementing, and controlling marketing activities for a new venture. Prerequisite: MGT300. 4 quarter hours

MGT370 International Accounting
Presents a broad perspective of international accounting with emphasis on accounting standards and practices in selected countries in Asia, Australia, Canada, and Europe; disclosure practices around the world; accounting for inflation in various countries; multinational consolidation of financial statements; and accounting information systems for multinational corporations. Prerequisite: MGT122. 4 quarter hours

MGT371 International Finance
Spotlights the economic and business rationale for the existence of multinational firms in a foreign exchange risk context. Covers foreign exchange exposure, variables that cause exchange rates to change, international capital markets, long-term worldwide cost of capital, and short- and intermediate-term financing through the international banking systems. Prerequisites: MGT122, MGT301 and one economics course. 4 quarter hours

MGT372 International Management
Provides an understanding of how business firms manage international operations. Looks at how a manager's role and decisions change when a company goes beyond a single national boundary. Focuses on how these roles must respond not only to the sociocultural environment abroad, but also to the organizational problems that result from attempting to integrate and coordinate a complex set of operations worldwide. Prerequisite: MGT270 or MGT302. 4 quarter hours

MGT373 International Marketing
Presents an applied course devoted to the extended study of marketing products abroad. Includes subtopics such as overseas market selection, planning, product adaptation, channel selection, pricing behavior, promotion strategy, exporting and importing. Involves case studies and a problem-solving approach, which accompany the lecture format. Prerequisite: MGT270 or MGT300. 4 quarter hours

MGT375 Management and the Not-For-Profit Organization: A Case Study of the Field Museum
The purpose of the class is to provide business students with an understanding of not-for-profit business by using the Field Museum. Each week students will meet with one of the internationally renowned administrators of the Museum who will explain the operations and the business side of the museum. Students will be provided with knowledge in financial, human resource management, purchasing, development, fund raising, and strategic management as it relates to the not-for-profit world renowned Field Museum. Prerequisite(s): Senior status and instructor's permission. 4 quarter hours

MGT400 Business Strategy
Designed as an integrative course to synthesize and apply concepts covered throughout the program. Provides case study approach to corporate strategy, top management strategy and policy making, integrating the functional divisions of an organization through analysis and solutions to complex business situations. Goal is for students to enhance their abilities to think strategically in their careers. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration or NLU courses MGT301, MGT302, MGT303, and MGT305. 4 quarter hours

MGT403 Introduction to BSM/BSMIS
The BSM is a web-supported program. It is imperative that the student has the computer and other skills required to successfully complete the program. This course is intended to orient the student to the program and to serve as an introduction to those required skills. Among them are: web-search strategy, use of the NLU online learning platform, adult learning philosophy, group dynamics, conflict resolution, behavioral style, time management, stress management, and use of NLU online library. Writing skills will also be assessed. This course is a prerequisite to all other BSM courses. 1 quarter hour

MGT404 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. Prerequisite(s): Enrollment in the degree-completion, cohort B.A. in Business Administration with a Concentration in Accounting program. 4 quarter hours
COURSE DESCRIPTIONS

**MGT405  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

**MGT406  Applied Business Analysis**
The purpose of this course is to equip students with the knowledge, skills, and tools needed to make informed and sounds business decisions. Prerequisite(s): Admission to BSM Program and MGT403. 4 quarter hours

**MGT407  Advanced Business Writing**
Builds upon the communication process and further advances basic communication skills through intensive practice in the types of writing and oral presentations required in the business world. Fosters the development of students’ written and oral presentation skills. Forms of business correspondence include: memorandum, routine business letters, letters conveying good or bad news, persuasive letters, letters of application, and resumes. Goal is to learn to present ideas, reports, etc. clearly and concisely. Students refine both written and oral presentation skills by applying them to management issues. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration. 4 quarter hours

**MGT408  Issues in International Business**
Draws upon students’ understanding of global business. Examines the interrelationship between international business firms and their international, external, economic, political, and cultural environments and how these affect a manager’s responsibilities. Discusses the international adaptations necessary in marketing, finance, and personnel approach. Applies students’ understanding of overall business issues to issues they may confront as global managers or as they deal with global managers. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration program. 4 quarter hours

**MGT409  Issues in Consumer Behavior**
Draws upon behavioral sciences to provide insight into consumer needs, wants, and behaviors in the marketplace. Provides an emphasis on how the manager in business and non-business organizations can build an understanding of the individual consumer into the marketing decisions of goods and/or services. Provides an overview of the role of consumer research, leading to an application of quantitative and analytical skills acquired in other courses. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration. 4 quarter hours

**MGT410  Management and Supervision**
This course examines management theories and practices by exploring the roles, responsibilities, and challenges of managing today’s fast-changing organizations. Students will conduct a self-assessment related to essential managerial competencies. Prerequisite: Admission to the BSM Program and MGT403. 4 quarter hours

**MGT412  Organizational Behavior**
This course examines organizations from an individual, group and macro-organizational perspective. Emphasis is placed on decision-making, corporate culture, power and politics, and managing change in organizations. Prerequisite(s): Admission to the BSM Program and MGT403. 4 quarter hours

**MGT413  Procuring, Managing, and Leading High-Tech Workers**
This course is geared towards the human resource official and line manager who recruit, manage and retain those professionals who think and act as free-agents. The purpose of this course is to provide concrete advice on day-to-day procurement, management, and retention issues specific to the high technology employee. It provides insights into different ways of thinking about and managing the higher-paid, highly sought after, and often introverted employee. The course also emphasizes how managers can more effectively manage the internal and external environment that relates to the management of information technology human resources. Prerequisite(s): MGT403. 4 quarter hours

**MGT414  Business Research Methods and Communication**
Builds upon students’ written and oral communication skills by examining the functional uses of communication in planning, organizing, staffing, directing, and controlling. Provides a framework for researching business information and techniques for presenting collected data. Develops skills in organization, documentation, and style in oral and written reports. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration. 4 quarter hours

**MGT416  Information Systems Concepts**
Provides a fundamental understanding of the value and uses of information technology in business operations, managerial decision-making, and in creating a strategic competitive advantage for the enterprise. Course provides a broad overview of the basic elements of the technology field. Future managers, entrepreneurs, and other specialists will understand the uses of technology in today’s business world. Prerequisite: MGT403. 4 quarter hours

**MGT417  Communication Networks**
This course provides an overview of data communications and networks for IT and business professionals. The course covers the technical fundamentals of how networks function, studies
real-life applications of network technology, and outlines network
design and management issues faced by business and IT
organizations. The course also covers the latest trends in
communications and networking technologies and the new
applications and architectures that these technologies enable.
Prerequisite: MGT403. 4 quarter hours

MGT418  Concepts and Applications in Financial
Management
Examines managerial impact of the financial aspects of a
business and their impact on managers: financing operations,
combinations, and the organization of a business; how the
financial function of a business relates to the financial community;
also reviews basic financial statements such as the income
statement, the balance sheet, etc. to familiarize students and
enable them to apply their understanding of these concepts and
documents to other managerial perspectives. Prerequisite(s):
Enrollment in the cohort, degree-completion Bachelor of Arts in
Business Administration. 4 quarter hours

MGT420  Advanced Accounting
Introduces the student to the accounting concepts and
principles underlying multicorporate financial statements with
emphasis on consolidation, cost vs. equity ownership
accounting, and purchase vs. pooling business combinations.
Covers partnerships-their formation, operation, and liquidation.
Prerequisite: MGT322. 4 quarter hours

MGT421  Accounting for Governmental and Nonprofit
Entities
Covers the accounting and reporting systems for governmental
and nonprofit entities such as hospitals, colleges and
universities, voluntary health and welfare organizations.
Prerequisite: MGT122. 4 quarter hours

MGT422  Principles of Auditing
Provides an introduction to auditing for accounting students
who do not have significant auditing experience. Explains the
analytical methods and quantitative decision aids that auditors
use in practice to translate these considerations into specific
decisions on the nature, timing, and extent of audit procedures.
Covers the auditor's methods of obtaining evidence as a basis
for expressing an opinion on financial statements. Prerequisite:
MGT420. 4 quarter hours

MGT424  Developing and Managing Web Sites
This course covers the key technical and business issues
associated with the design, development, and management of
internal or external web sites. In addition to providing hands-on
experience with web development tools, the course addresses
the roles, processes, and interfaces that are required for
producing effective web sites. Prerequisite: MGT403. 4 quarter
hours

MGT427  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 B.A. in
Business Administration with Concentration in Accounting
program. 4 quarter hours

MGT428  Ethical Issues in Business and Management
Builds upon an understanding of ethical principals and applies
those within a business and managerial framework. Explores the
interrelationship between managerial effectiveness and efficiency
and ethics. Examines ethical issues that managers confront and
develops a potential framework for dealing with those issues.
Reviews and discusses recent examples of ethical issues in
business and management. Prerequisite(s): Enrollment in the
cohort, degree-completion Bachelor of Arts in Business
Administration. 4 quarter hours

MGT430  Communication in Organizations
In this course students examine the role of communication in
managing organizations. Communication is explored at the
intrapersonal, interpersonal, group, and organizational levels.
Overall focus is on improving students' analytical abilities to
address managerial aspects of organizational communication.
Prerequisite(s): Admission to BSM Program and MGT403. 4 quarter
hours

MGT431  Communication Skills for Managers
This course fosters the development of students' written and
oral presentation skills. Learning to present ideas, reports, and
proposals clearly and concisely are primary goals of this course.
Students refine both their written and oral presentation skills by
applying them to management issues. Prerequisite(s): Admission to BSM Program and MGT403. 4 quarter hours

MGT432  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, websites,
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 B.A. in Business Administration. 4 quarter
hours

MGT433  Developing and Managing Databases
This course teaches how databases are designed, implemented,
and managed in today's business environment. Students learn
the theory and then apply it using database management
software to solve common business problems. The course also
addresses business issues associated with enterprise data, such
MGT434  **Accounting and Budgeting for Managers**
Draws upon students' understanding of accounting principles to
the field of management accounting, focusing on the
development of useful cost information for product costing and
management reporting purposes. Develops an understanding of
management decision making through the application of cost
behavior analysis, product costing methods, variance analysis,
cost allocation techniques, and transfer pricing. Also examines
and applies budgeting as a managerial responsibility and a
managerial tool. Prerequisite(s): Enrollment in the cohort, degree-
completion Bachelor of Arts in Business Administration program.
4 quarter hours

MGT436  **Critical Thinking and Analysis**
This course explores the practical relevance of critical thinking for
managers—with special emphasis placed on the decisional
aspects of management. Topics focus on stimulating the right
kind of thinking to foster new managerial insights, improving
managerial problem solving and decision-making, and on
strengthening each student's ability to articulate well-reasoned
solutions to any business problem, challenge, or opportunity.
Prerequisite(s): Admission to the BSM Program and MGT403. 4
quarter hours

MGT437  **Data Mining and Warehousing**
Introduction to the fundamental concepts of data mining including
motivations for and applications of data mining. The course
provides an overview of the ethics and privacy issues with
respect to invasive use, and an exploration of data mining
methodologies. Introduces techniques for mining information from
the web including logs, forms, cookies, user identification and
path analysis. Prerequisites: MGT403, MGT433. 4 quarter hours

MGT438  **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

MGT439  **Computing and Information Systems**
Provides an overview of selected concepts related to the
functions of communications and data systems in today's
organizational environment. Includes the role of management in
the creation and use of information systems. 3 quarter hours

MGT440  **Advanced Management Information Systems**
Introduces the information systems planning process, with
emphasis on its relation to the overall organizational goals,
policies, plans, management style, and industry condition.
Focuses on issues that are of interest to managers dealing with
management information systems, including the role of
management in the creation and use of such systems.
Prerequisite: MGT340. 4 quarter hours

MGT442  **Auditing Programming Language**
Introduces the fundamentals of electronic data processing
(EDP) auditing. Emphasis on EDP controls, types of EDP audits,
and concepts and techniques used in EDP audits. Exposes
students to risk assessment and professional standards in the
field of EDP auditing. Prerequisites: MGT241, MGT343. 4
quarter hours

MGT444  **Financial Decision Making**
The focus of this course is on understanding theory and
practice of financial management of organizations. Topics
include financial statement analysis, time value of money,
investment/business valuation, acquisitions/divestitures, and
basic budgeting. Prerequisite(s): Admission to the BSM
Program and MGT403. 4 quarter hours

MGT445  **Applied Software Development Project**
Requires application of computer programming and system
development concepts, principles, and practices to a
comprehensive system development project. Involves student
participation in a complete system design project, from
conception to implementation, as part of a project team.
Prerequisite: MGT340 and MGT341. 4 quarter hours

MGT446  **Introduction to Expert Systems**
Introduces expert systems and how they are developed.
Involves a practical hands-on approach to using an expert
system developmental tool. IBM based. Prerequisite: MGT140;
one programming course recommended. 4 quarter hours

MGT447  **Spreadsheet for Managers**
This course emphasizes the knowledge-based approach that
explores the ways managers receive and use knowledge when
making decisions. Spreadsheet will be used as a Decision
Support System (DSS) for making vital business decisions.
Case analysis will be an integral part of this course. 4 quarter
hours

MGT448  **Database for Managers**
This course begins with an introduction to the structure of
relational databases. It includes entity-relationship (E-R)
modeling, and normalization of database tables. Students will
be introduced to structured query language (SQL) and work
with Visual Basic. This course continues with the introduction of
database programming using the 4th generation language
programs. Students will be exposed to actual data base system
features and uses in real world companies. 4 quarter hours
MGT449  Research in Information Technology
Information systems (IS)/information technology (IT) research is introduced, focusing on the most current research and development in the field. The aim of the course is to help students become intelligent consumers of IT research. Learners research one area of IS/IT by identifying a problem or opportunity, reviewing the research literature and drawing conclusions based on findings. 4 quarter hours

MGT451  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

MGT452  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 workforces. Prerequisite(s): Admission to the BSM Program and MGT403. 4 quarter hours

MGT454  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

MGT456  Securing Corporate Information Assets
The proliferation of corporate databases and the development of telecommunication network technology as gateways to intrusion are examined. Ways of investigating the management of the risk and security of data systems are presented as a function of design through recovery and protection. Issues of risk and security, as they relate to specific industries and government, are major topics in the course. Examples are presented of how major technological advances in computer and operating systems have placed data, as tangible corporate assets, at risk. Quantitative techniques for risk assessment and for qualitative decision making under uncertainty are explored. Prerequisite: MGT403. 4 quarter hours

MGT457  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 decision to purchase or to gain ownership of personal commodities. Prerequisite(s): Admission to the BSM Program and MGT403. 4 quarter hours

MGT458  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 an 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. 4 quarter hours

MGT459  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 include present competitors, potential competitors, bargaining power of suppliers, bargaining power of buyers, and the threat of substitute products. Also examined are critical factors of success within the industry based on product, place, promotion, and location. Finally, the course will examine ethical standards for gathering competitive intelligence as established by the SCIP (Society of Competitive Intelligence Professionals). Prerequisite(s): Admission to the BSM Program and MGT403. 4 quarter hours

MGT462  Systems Development Life Cycle
Course provides an overview of the systems development life cycle, including the phases of planning, analysis, design, build, test, deployment, and support. The course will cover the latest tools, techniques, and methodologies for developing business applications. Special emphasis will be placed on understanding and specifying business requirements, then iteratively transforming requirements into a system design. Prerequisite: MGT403. 4 quarter hours
MGT463 Understanding Markets
This course will examine the nature and differences of markets, via market attractiveness, industry and social trends and 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 and the analysis of market health and life stage; on the comparison between the nature of product and service markets; and on the attention is paid to the nature and effect of organizational buying decisions, demographics in the marketplace, the influence of advertising and promotion on new or existing markets; and finally on an examination of the nature and difficulties of competing in the global marketplace. Prerequisite(s): Admission to the BSM Program and MGT403. 4 quarter hours

MGT464 Macroeconomics for Managers
This course is designed to build on principles 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

MGT468 Human Resource Management Practices
This course includes an examination of the following human resource management functions in an integrated, organizational context: human resource planning; selection and placement; training and development; compensation and benefits; employee and labor relations; government regulatory issues; and, management practices. This course is designed to prepare students for professional certification by the Human Resource Certification Institute (HRCI), Society for Human Resource Management (SHRM). Note: Certification testing is not a part of this course. 5 quarter hours/3 semester hours

MGT469 Enterprise Resource Planning
Course provides an overview of enterprise resource planning. Students will learn how to create a seamless integration of information flow through an organization by combining various sources of information into coherent software applications and databases. They will also learn how to transform business processes to create a seamless flow in supply chains. The course presents the origins and evolution of ERP along with trends and issues it has created. Prerequisite: MGT403. 4 quarter hours

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

MGT472 Forecasting and Predictive Markets
This course is designed to help managers become better financial planners. Risk is inherent in conducting business activities. To add value, companies will take risks. It is important for managers to understand these risks and how to manage them. Good financial planning includes understanding the strategy of an organization and its relationship to finance. Prerequisite(s): Admission to the BSM Program; MGT403. 4 quarter hours

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

MGT474 Corporate Finance
The course will explore advanced topics in corporate finance. The two prime areas of focus are on Capital Markets (Security Selection, Portfolio Creation, and Risk) and Valuation (Advanced Discounted Cash Flow Model Creation and Concepts related to corporate resource and return maximization). Prerequisite(s): Admission to the BSM Program and MGT403. 4 quarter hours

MGT480 Management Practicum
Provides the student with practical management experience. The student will assume a managerial role with a company and learn the day-to-day duties of a manager in the organization. Prerequisites: Principles of Management and Supervision, MGT302 and consent of practicum instructor. 4 quarter hours

MGT481 Advanced Concepts in Operations Management
Draws upon an understanding of production and operations management, utilizing a blend of concepts from industrial engineering, cost accounting, general management, quantitative methods, and statistics. Builds upon an understanding of production and operation activities such as forecasting, choosing an office or a plant, plant layout, allocating resources, designing products and services, scheduling activities, and assuring quality. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration. 4 quarter hours

MGT482 Strategic Management
This course explores the components of the strategic
management process. Various levels of strategy--functional, business, global, and corporate--are explored. Students are encouraged to think strategically when making business decisions. Prerequisite(s): Admission to the BSM Program and MGT403. 4 quarter hours

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

MGT486 Principles of Website Design & Development
This hands-on course is designed to introduce the learner to the principles of design and development of Websites. This course also covers the tools used from the design stage all the way to the implementation and maintenance of a Website. Prerequisites: MGT314 and MGT347. 4 quarter hours

MGT490 Independent Study
Provides an opportunity for students to pursue advanced scholarly study in a special area where they seek further information, or to investigate a practical problem in their area of professional interest. Prerequisite: Consent of faculty advisor and program director. 1-4 quarter hours

MGT495 Special Topic
Permits development of special topic courses to meet emerging learning needs. (The specific topic is indicated on the transcript. There is no limit on the number of MGT495 courses that can be applied to the degree, although each topic may be taken only once.) 1-6 quarter hours

MGT499 Management Seminar
Includes library research and discussion of a selected area of interest in management. Prerequisite: Consent of faculty advisor and program director. 1-6 quarter hours

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

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

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

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

MGT506 Evaluation and Interventions within Organizations
This course focuses on the development of effective assessment methods for the systematic evaluation of human resource programs to include organizational development and training interventions. Students will examine the need for evaluating human resources development (HRD) programs; develop protocols evaluating HRD interventions; and explore techniques for collecting and analyzing data and for communicating results obtained in the evaluation process. 3 semester hours

MGT508 Current Issues in Human Resources Management
This course integrates the human resource management and development knowledge and skills learned in the Master of Science in Human Resource Management and Development (MS-HRM&D) program. This course will include an examination of following functions in an integrated, organizational context: human resource planning; selection and placement; training and development; compensation and benefits; employee and labor relations; government regulatory issues; and, management practices. This course is also designed to prepare students for professional certification by the Human Resource Certification Institute, Society for Human Resource Management. (Certification testing is not a part of this course.) 4 semester hours

MGT 509 Human Resources Planning
Examines the methods by which organizations and individuals develop and motivate employees. Special topics include: strategic human resource planning and forecasting, career development, employee and executive development, employee motivation, productivity improvement strategies and incentive and reward systems. 4 semester hours

MGT510 Compensation Management
This course is designed to provide the student with an understanding of underlying compensation regulations and laws. Various compensation philosophies, strategies, and policies will be examined. The course also deals with how compensation is implemented through a systematic
administrative procedure and managed to attract and retain qualified personnel. 3 semester hours

MGT511 Benefits Management
This course is designed to provide the student with an understanding of employee benefits programs. Specifically, it will examine various types of benefits programs, objectives, and advantages and disadvantages of each, cost containment measures, and legal ramifications. The course will also deal with how a benefits program is developed, implemented, and effectively managed. 3 semester hours

MGT513 Total Compensation Systems
This course is designed to provide the student with an understanding of a variety of compensation philosophies, strategies and methodologies. Total compensation systems include salaries and wages, incentive awards and bonuses, long-term income and set-asides, stock/thrift plans and profit/gain-sharing options, and other benefits. Students will learn how systematically developed compensation packages are implemented and effectively managed. Students will also learn the importance of compensation management to improved organizational productivity and employee performance. 5 semester hours

MGT514 Training Program Design and Presentation
This course emphasizes the identification and application of models for training program design and the development and communication of instructional strategies in and out of the classroom. This course also provides detailed instruction on how to design, develop and evaluate effective training materials for classroom and computer-based instruction. 3 semester hours

MGT515 Training and Development: Systems and Practices
This course focuses on the nature and growth of organizational training systems and the functions involved in employee training and development. There is an emphasis on a systematic approach to the development of effective training programs which includes the assessment of organizational needs, performance outcomes, and organizational processes to determine the necessity for training as a strategic initiative or as an intervention to correct existing deficiencies. 4 semester hours

MGT516 Consulting Skills
The purpose of this course is to provide students with basic consulting skills and techniques that will allow them to operate effectively in an organizational setting. It is a “how to” course that concentrates on consulting techniques designed to improve individual and organizational effectiveness. 3 semester hours

MGT520 Performance Analysis and Productivity Improvement
Enables students to identify causes of performance problems by analyzing the system: its values, processes, and factors which affect individual and group behavior. Includes diagnosing individual performance deficiencies, identifying training needs, and learning strategies for minimizing system problems. 4 semester hours

MGT521 Recruitment, Selection, and Retention
This course examines the criteria and techniques required in the effective recruitment and selection of employees. It also deals with how organizations can more effectively retain their employees. 3 semester hours

MGT523 Analytical and Writing Skills for Managers
This course emphasizes development of the analytical writing and cognitive skills that students need for successful graduate study. Instruction focuses on applying these skills through reading and writing about topics in the management, business, and human resources fields. This course may be taken up to two times. Pass/Fail. Zero credit hours.

MGT525 Managing Continuous Improvement
Provides an understanding of continuous improvement and TQM, including technical aspects and a methodology for their implementation. Presents continuous improvement as a process with an orderly set of activities designed to ensure that desired organizational outputs are achieved. 3 semester hours

MGT528 Human Resources Management
Identifies and operationalizes the major functions of Human Resources Management. This course examines the role of the human resources manager in creating a productive work environment as an organizational planner and as management’s internal consultant (business partner) in recruitment, selection and retention practices, compensation issues, performance management, labor and employee relations, and the legal and regulatory aspects of human resource decision making. Students will learn how to use library resources to conduct a literature review on human resources management topics. Students will also learn to integrate modern human resources related technology into their organizations. Prerequisite: Graduate standing. 4 semester hours

MGT529 Research Methods and Data Analysis in Business
Teaches students to ask the right questions, select and analyze the appropriate data, and prepare research-based memoranda and reports with emphasis on decision making and problem solving in a business context. 3 semester hours

MGT533 Organization Behavior, Organizational Development and Change
Explains organizational behavior on the individual, work group and organization-wide levels by introducing contemporary
theories of organization. Explores the theory and practice of change in organizations. Emphasis is placed on techniques of analyzing and solving organizational problems. 5 semester hours

MGT540 Labor and Management Relations
This course examines the growth of unions, the evolution of management/labor relations, and the legal aspects of union certification, unfair labor practices, collective bargaining and contract negotiation. An emphasis is placed on the collective bargaining process and on emerging human resource management issues which relate to labor/employee relations in union and non-union organizations. 4 semester hours

MGT541 Employee Relations and the Law
This course deals with various aspects of employee relations and their legal ramifications. Included in the course are such topics as: affirmative action and equal opportunity issues; employee discipline and termination; performance appraisals administration; and other employee relations issues, such as employee morale and productivity, health, safety, security and organizational communications. 3 semester hours

MGT542 Leadership Theory & Practice
This course provides an introduction to graduate study in the Masters in Management curriculum. Students examine leadership and management processes through reading and discussion of both classic and contemporary leadership articles. The course provides a survey of historical leadership and management theories, as well as an understanding of the many challenges facing leaders in the 21st Century organizational life. Prerequisite(s): None. 3 semester hours

MGT543 Assessment of Leadership in Organizations
While learning about assessment instruments and the research processes behind them, students examine their own leadership and management skills and styles. Through completing and getting feedback from several nationally normed assessments, students focus on their key management and leadership interpersonal behaviors, their knowledge of preferred leader behaviors, their emotional intelligence, and their personality type strengths and challenges in the workplace. [core] Prerequisite(s): MGT542. 3 semester hours

MGT544 Effective Problem Solving & Decision Making
This course focuses on skillful problem-solving and decision-making as keys to effective managerial leadership. Students focus on specific work situations, learning to apply both experience-based and formal problem solving methods. With the aims of minimizing their deficiencies and enhancing their strengths, students examine their thinking and decision making preferences and practices. They learn ways to engage in comprehensive, flexible thinking, thus enhancing their abilities to generate good alternatives, design something new, and successfully plan and implement. Finally, students learn how to identify and avoid reasoning fallacies so that they can present sound, persuasive arguments for their problem solutions and decisions. Prerequisite(s): None, although this is a course in the Master of Science in Management With Special Emphasis on Organizational Leadership. It is also part of a set sequence of courses and either incorporates or builds upon material from previous courses, such as the assessment results for MGT543, Assessment of Leadership in Organizations. 3 semester hours

MGT545 Organizational Analysis
Students in this course use systems analysis to investigate how organizations work. Focusing on the complex issues surrounding organizational performance, students acquire tools they need to conduct a thorough performance analysis of their own work units, as well as their entire organization. In addition, students assess the effects of organizational cultures and structures in their workplaces. Prerequisite(s): The course builds on the skills learned in the MGT544-Effective Problem Solving and Decision Making, and MGT552-Practicum in Proposal Development for Organizational Improvement. 3 semester hours

MGT548 Organizational Design & Innovation
Building on the principles and techniques of organizational analysis, students explore the role of the leader as change agent and critically examine the concepts of change and innovation as ongoing processes for organizational renewal. Students investigate and apply methods of shaping the innovative organization of tomorrow by evaluating major elements of organizational design--structure, business processes, roles, responsibilities, work assignments, equipment/technology, information flow, and interaction. They also learn to apply concepts and techniques of organizational development to determine the need for change, to plan for change, to implement change, and to measure improvement as a result of change. Prerequisite(s): This course builds upon the concepts taught during MGT545-Organizational Analysis. 3 semester hours

MGT547 Ethical Practices of Leaders
In this capstone course, students explore both toxic and exemplary leadership practices and the ethics and values associated with them. At the same time, students examine their own personal ethical philosophies, how they live their personal philosophies in their own organizations, and what they might change in their professional lives to allow them to better lead others. Prerequisite(s): None. 3 semester hours

MGT548 Practicum in Leadership Development
Building on their individual assessments in MGT543 and their experiences in Effective Problem Solving, students engage in a series of structured leadership development activities over the five-month duration of this course. These include increasing skills in an area of emotional intelligence and in three self-chosen leadership dimensions through reading, action, and reflection. Learning is documented in a series of brief, reflective "Leadership Development for Organizational Improvement."
Development Reports." Students work independently and through feedback from their professor, meeting as a group only twice-- at the beginning and at the end of the course. Prerequisite(s): Graduate standing. 3 semester hours

**MGT549**  **Organizational Communication**  
Students in this course develop a model of the leader-manager as communicator through studying various aspects of intrapersonal, interpersonal, intergroup, and mediated communication in organizations, including conflict, negotiation, coaching, feedback, and message channel and medium selection. Students also explore communication analysis tools such as message analysis, organizational network analysis, climate instruments, and cultural assessments. Students also learn about the communication processes used to establish and reinforce organizational values and culture. Prerequisite(s): Graduate standing. 3 semester hours

**MGT550**  **Research in Human Resources**  
This course introduces systematic inquiry as the basis for decision making in human resource management. It enables the student to develop research-based strategies for making human resource decisions. 3 semester hours

**MGT551**  **Leadership & High Performance Teams**  
This course equips students with knowledge, skills, and tools relevant to working with and within teams--both local and virtual. Topics studied include group dynamics and group decision-making, reasons teams fail, and ways to make collaboration work through effective human relations skills. Through working in small teams during the course, students will learn to apply skills and concepts which assure team success. The focus is on skills necessary for building and participating in high performance teams in the 21st Century. Prerequisite(s): This course builds on concepts taught during MGT542-Leadership Theory and Practice, and MGT549- Organizational Communication. 3 semester hours

**MGT552**  **Practicum in Proposal Development for Organizational Improvement**  
In this course, students gain critical thinking, research, project planning, and persuasive writing skills through the development and critique of a complete project or policy proposal. Each student plans and writes a proposal in support of some real or hypothetical organizational project. Possible project topics include merging two units or functions, adding a new service, seeking support for a major capital investment, making or modifying a major human resource or management policy. The course lasts approximately five months and is largely individualized study, plus three class meetings. It culminates in students making executive briefings to their classmates on their proposals. Prerequisite(s): Graduate standing. 3 semester hours

**MGT553**  **Strategic Leadership in Organizations**  
Strategy-making is the on-going, participatory process that maintains an organization’s strategic focus with maximum flexibility and adaptation to changing environmental demands. Strategic leaders manage the strategy-making choices within organizations. As both art and science, strategic leadership requires analytical, intuitive, and reflective thinking. In this course, students hone analytical skills by conducting an organizational strategy audit and strengthen imagination, intuition, and "information sense-making" by developing scenarios that envision various businesses and organizational futures. Prerequisite(s): This course builds on all of the previous courses in the program. 3 semester hours

**MGT580**  **Workshops (Topics vary)**  
Workshops offer content in an informal atmosphere utilizing the participation model. An identifying statement indicates the area of study and appears on the transcript. A maximum of 6 semester hours of workshop credit may be applied to satisfy degree requirements. The appropriateness and acceptability of workshop credit must be determined in consultation with the faculty advisor. 1-4 semester hours

**MGT590**  **Management Internship**  
The management internship experience in a selected organization is designed to enable the student to integrate classroom learning with practice and to refine management and/or human resource management functional area skills. Placements are individualized according to the student’s program, area of concentration, learning need, and interests. An internship faculty advisor will be assigned to monitor and evaluate student progress. 3 semester hours

**MGT594**  **Independent Study**  
Provides graduate students in degree or certificate programs an opportunity to pursue advanced scholarly study in special areas where they seek further information or to investigate a practical problem in their area of professional interest. Special forms, obtained in the Office of Admissions and Records, must be completed and are required for registration. 1-4 semester hours

**MGT595**  **Special Topics**  
Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript and course content is summarized with the course announcement. There is no limit on the number of MGT595 courses which can be applied to the degree, although each topic may be taken only once. 1-4 semester hours

**MGT599A1/A2/A3**  **Thesis/Options**  
The thesis is a formal, written document which investigates a theory or particular point of view as the result of disciplined inquiry. Students should discuss content and methodology with an appropriate faculty member. Prerequisite: Consent of thesis advisor. 2-6 semester hours
MGT599B  Field-Study/Thesis Project Advisement
M.S. students who need to receive advisement and to work with a faculty member in order to complete any of the following courses must enroll in the appropriate version of this course:

1. MGT599B1 for the Management Development Report — Part I (MGT591);
2. MGT599B2 for the Management Development Report — Part II (MGT591);
3. MGT599B3 for an independent study (MGT594);
4. MGT599B4 for the thesis (MGT599);
5. MGT599B5 for the Management Assessment Report (MGT519);
6. MGT599B6 for the Organizational Project Proposal (MGT518 or MGT552);
7. MGT599B7 for the Literature Review (MGT517); OR
8. MGT599B8 for a learning agreement from Practicum in Leadership Development (MGT548).

This course shall run for 90 days from the date of registration; credits do not count toward fulfilling degree requirements. Permission of the appropriate CMB administrator is required for registration. 1 semester hour [pass/no credit]

MHA-Health Studies-Master of Health Services Administration

MHA500  Introduction to Health Services Administration
This course provides an opportunity for students entering the Master of Health Services Administration (M.H.A.) program to examine program expectations, personal goals and readiness for intensive graduate study. Students complete a detailed personal plan for optimizing success in the program. Prerequisite(s): Admission to the M.H.A. program. 1 semester hour

MHA510  Origins of Health Care Delivery Systems
This course provides a survey of the historical, economic, social, technological and philosophical forces that have shaped our current health care delivery models and systems. The impact of governmental and non-governmental regulation will be introduced. Students use the current literature to explore and analyze recent changes. Prerequisite(s): Admission to the M.H.A. program. 3 semester hours

MHA511  Health Care Policies and Trends
This course explores trends and public policy considerations that impact the delivery of health care. A primary focus is the critical examination of alternatives for balancing access, quality and cost. The course further examines planning and policy cycles, the role of government as regulator and market maker, the status of major governmental initiatives and the projection of emerging trends. Prerequisite(s): MHA510. 3 semester hours

MHA512  Health Care Management
This course examines leadership approaches that optimize quality outcomes. The management functions of planning, organizing, resource allocation (financial, physical, human and informational), supervision, controlling and evaluating are examined. The course explores how health care organizations are similar and yet different from other businesses. Managing change, employee empowerment for decision making/problem solving, and managing through teams are emphasized. Prerequisite(s): MHA500. 3 semester hours

MHA520  Patient Care Operations
This course examines alternatives for the delivery and evaluation of clinical services. Topics include analysis of operations, scheduling, staffing, coordination of services, specialized facilities and equipment, regulatory requirements and the impact of managed care. Customer service, quality of clinical service outcomes and financial outcomes are also studied. Students develop detailed plans for the implementation or modification of clinical operating systems including the design of appropriate process and outcome measures. Prerequisite(s): MHA Term 1 courses. 3 semester hours

MHA521  Managerial Accounting in Health Care
This course introduces the concepts, conventions and terminology of accounting and finance as applied in health care organizations. Students will identify the role of finance in health care applications, compare balance sheets, income statements, and statements of cash flow in financial statement analysis, and apply financial ratios and benchmarking as analysis tools for decision-making. Cost determination and behavior, profit analysis, plus cost allocation are examined as management accounting tools. Advanced managerial accounting and financial analysis techniques including multiple pricing strategies, planning and budgeting, variance analysis, standard costs, time value analysis and risk return models are also developed. The importance of outcome evaluation as a parallel consideration in decision making is emphasized throughout the course. Prerequisite(s): MHA Term 1 courses. 3 semester hours

MHA522  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

MHA530  Health Care Economics and Finance
This course provides an overview of micro- and macro-economic principles and an opportunity for analysis of the economic and financial aspects of health care policy. The financial consequences of major governmental initiatives are examined in detail. Students apply economic and financial principles to evaluate capitation contracts and/or other
alternative payment systems to predict financial and service level consequences. The impact of governmental and non-governmental regulatory and accreditation agencies is also considered. Prerequisite(s): MHA Terms 1 and 2 courses. 3 semester hours

MHA531 Health Care Information Systems
This course presents the fundamentals of acquiring, processing disseminating and applying health care information to support routine operations, problem solving, decision making, and strategic analysis to achieve a competitive advantage. The management of information technology, special characteristics of patient information and the importance of integrating clinical, operational and financial systems will be considered. Ethical and legal considerations of handling patient data will be reviewed. Prerequisite(s): MHA Terms 1 and 2 courses. 3 semester hours

MHA532 Human Resources in Health Care
This course examines the fundamental components of the employment process and the essentials of labor law as applied in health care organizations. A primary focus is the development of positive employee relations through appropriate salary administration, improving organizational performance, employee orientation training and education and competency assessment. Labor-management relations, the organizing process, collective bargaining, negotiating skills and labor contract administration will be analyzed and practiced. Special considerations of dealing with a large number of professional employees will be addressed. Prerequisite(s): MHA Terms 1 and 2 courses. 3 semester hours

MHA540 Marketing Health Care
This course presents the fundamentals of marketing as practiced within health care organizations. A primary focus is building customer satisfaction through quality, service and value. Market oriented strategies will be developed through analysis of consumer & business markets, buying behaviors, competitors, market segmentation and targeting, and measuring/forecasting market demands. Marketing to physicians, various health care groups and third party payers will be examined. Models which emphasize client or social outcomes rather than organizational gains will also be considered. Prerequisite(s): MHA Terms 1, 2, and 3 courses. 3 semester hours

MHA541 Strategic Management in Health Care
This course presents the methodology for strategic examination of health care organizations. Organizational mission, vision, values and objectives are examined in relation to the current operation of each functional department and changing external conditions. Students will develop a strategic plan based on the analysis of internal and external environments and the selection of organizational change strategies to accommodate environmental changes. Prerequisite(s): MHA Terms 1, 2 and 3 courses. 3 semester hours

MHA550 Colloquium in Health Services Administration
Intensive experience that reinforces student understanding and application of core information, concepts and procedures presented throughout the program. It is the culminating activity for an accelerated cohort program. Prerequisite(s): MHA Terms 1, 2 and 3 courses. 3 semester hours
NCE Faculty and candidates use scholarly habits of mind and methods of inquiry in order to affect P-12 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
National College of Education
Preservice Teacher Education
Undergraduate Degree
Programs

Students initially admitted to National-Louis University begin in the College of Arts and Sciences while completing general education requirements and a standard teaching concentration offered by the College. Candidates apply for admission to the National College of Education prior to senior year when they enroll in courses. The National College of Education offers courses and related experiences leading to the Bachelor of Arts in Teaching degree. Concentration options are offered in the following areas:

- Early Childhood Education*
- Elementary Education†
- Psychology/Human Development
- Anthropology
- Art
- Biology
- English
- General Psychology
- Mathematics – Elementary
- Mathematics – Junior High/Middle School
- Psychology/Human Development
- Science
- Sociology
- Sociology/Anthropology

*Entitlement certification is available.
† Not all Concentrations are available on each campus

Endorsement

Courses applicable toward state endorsement are available in the following area:

Middle Level Education

To enter a teacher education program, students must be admitted to the National College of Education.

Some certification requirements in the state of Illinois are currently under revision. Please contact the program coordinator and ISBE website for complete information.

Entitlement Approval

The following National College of Education certification programs are approved by the Illinois State Board of Education:

- Early Childhood Education (Birth - Age 8)
- Elementary Education (K-9)

Individual courses or course sequences not included in the programs listed above may not be assumed to be approved by the Illinois State Board of Education for certification purposes.

National College of Education assumes no responsibility for courses taken by students with the intent of obtaining certification, unless the students are under the direct supervision of and meet regularly with an academic advisor at National-Louis University and the courses are taken within a program approved by the Illinois State Board of Education. It is the student’s responsibility to ensure that all certification standards and academic policies are met. Illinois residents who are applying for a program leading to certification must pass the Illinois Test of Basic Skills prior to admission to National College of Education. Please note that the Illinois Test of Basic Skills scores are valid for 5 years. Therefore, students must complete all of their coursework and apply for certification within 5 years of taking and passing this test. Those who wait to apply beyond the 5-year limit must retake the Illinois Test of Basic Skills.

Process of Appeal – College of Education

Admissions Appeals

Students denied admission to National College of Education may petition the Undergraduate Admission and Retention Council to have the decision reviewed. Petition forms may be requested from the student’s academic advisor.

Preservice Education Departmental Student Appeal Process

Students should consult their advisor regarding the grade appeal process.

Professionalism

Students will demonstrate behaviors that maintain academic, professional, and ethical standards and avoid behaviors that are detrimental to either the preservice student or the classroom students in the field placement experiences as above policies are implemented by the College faculty and Cooperating Field Personnel.

The following may constitute a basis for denial of admission to student teaching, removal from a teacher education program, or a remediation process prior to continuing the program: conduct unbecoming a professional educator, conviction on a felony charge, or any other behavior that interferes with professionalism.

Teacher Certification

Successful completion of the Teacher Education Program enables students to apply for certification by entitlement in Illinois at either the birth to age 8 level (Early Childhood) or at the K through 9th grade level (Elementary Education). Students
should meet regularly with their advisors to make sure requirements are met in a timely manner.

Articulation agreements with the Chicago City Colleges and other community colleges in Illinois offer education students the chance to complete some coursework at their local community college and transfer credits into the teacher education program with the maximum hours of credit. Students must have passed the ISBE Basic Skills Test within the past five years and have completed specific community college courses earning a grade of C or better. Students interested in this transfer program should contact an academic advisor. Information is also available from the Chicago City Colleges and other community colleges in Illinois.

Teacher certification programs may meet certification requirements for other states. Since specific requirements vary from state to state, students are advised to obtain information from the state in which they plan to teach.

---

**Early Childhood Education**

**Early Childhood (B.A.) Type 04 Certification**

*Please note that the Early Childhood Education B.A. programs are undergoing revisions. Please check with your academic advisor for the most current information.*

The Bachelor of Arts in Early Childhood Education program (Type 04 Certification) is designed for students who desire the Illinois Initial Early Childhood Type 04 teaching certification. This program is approved by the Illinois State Board of Education and accredited by the National Council for Accreditation of Teacher Education (NCATE) for birth through grade three.

**Admission Requirements**

Students must apply and be admitted to National-Louis University prior to submitting an application for admission to the Bachelor of Arts in Early Childhood Education program (Type 04 Certification). General University admission requirements are listed on pages 10-13.

In a second application process, students must apply for admission to the BA ECE program (Type 04 Certification). Students must be admitted to the BA ECE program (Type 04 Certification) prior to enrollment in major courses.

To be eligible for admission to the BA ECE program (Type 04 Certification), students must:

- Complete the general education and ECE foundational courses.
- Have a cumulative GPA of 2.5 or better on a 4.0 scale on all previous coursework.
- Have a grade of C or better in any of the foundational educational coursework.
- Students must submit yearly proof of a negative TB test and documentation of a clear fingerprint criminal background check from the Illinois State Police. The results of each document are valid for 12 months.

- Take and pass the Illinois Test of Basic Skills* 215

* Please note that the Illinois Test of Basic Skills scores are valid for 5 years. Therefore, students must complete all of their coursework and apply for certification within 5 years of taking and passing this test. Those who wait to apply beyond the 5-year limit must retake the Illinois Test of Basic Skills.

**Program-specific General Education Requirements** 60 QH

The B.A. Early Childhood Education program (Type 04 Certification) requires a minimum of 60 quarter hours or the equivalent in general education coursework for the completion of the B.A. degree. This includes demonstration of competence in all areas of general education as well as INTASC Standards and Illinois Professional Teaching Standards. The program accepts the following types of equivalent work: transfer from approved and accredited institutions, appropriate scores in advanced placement tests, and passing scores in CLEP and DANTES examinations.

1. **Communications**
   - Two Written Communication courses 10
   - One Speech course 5

2. **Humanities**
   - One Humanities course 5

3. **Fine Arts**
   - One Fine Arts course 5

4. **Quantitative Reasoning**
   - Two college level Mathematics courses 10
   - (course in Basic Statistics recommended but not required)

5. **Physical and Life Sciences**
   - One Life Science course* 5
   - One Physical Science course* 5
   - *One course must have a laboratory component

6. **Social Sciences**
   - One U.S. Politics course 5
   - One Non-Western/Global Social Science course 5

7. **Behavioral Sciences**
   - One Developmental Psychology course 5

**Foundational Requirements** 47 QH

(Approved equivalent may be transferred)

- ECE202 Developmental Theory and Practice 5
- ECE205** Child Study I: Infant and Toddler 2
- ECE206** Child Study II: Preprimary 2
- ECE310 Child, Family, and Community 5
- ECE405 Preprimary Methods: Language Arts, Art, Music, and Movement 3
- ECE406 Preprimary Methods: Social Studies, Science, Math 3
- ECE460*** Early Childhood Practicum 7
Students may choose a second major in Psychology/Human Development. In addition to the Early Childhood professional education requirements, students in the double major must take a total of 45 quarter hours of coursework in Psychology/Human Development. Of that 45 quarter hours, 25 quarter hours must be upper-level credit, with a minimum of 15 quarter hours in residence at National-Louis University. The ten hours of developmental Psychology courses required for the program can be counted as part of the 45 hours.

Please note that the Early Childhood Education B.A. programs are undergoing revisions. Please check with your academic advisor for the most current information.

## Elementary Education

### Elementary Teacher Education Program (B.A.)

Beginning Fall 2007 major changes have been made in the B.A. Elementary Education Program; consult an academic advisor if you have questions about your specific course requirements for graduation.

This program is approved by the Illinois State Board of Education for K through 9th grade.

### Admission Requirements

- Students must apply and be admitted to National-Louis University prior to submitting an application for admission to National College of Education in the undergraduate Elementary Education program, according to guidelines published on the NLU Web site at www2.nl.edu/elemed and in consultation with your academic advisor.
- Students must take and pass the Illinois Basic Skills Test prior to applying for admission to the National College of Education. These examinations are offered 6 times during the year; test dates are available from program offices or at www.icts.nesinc.com. The results are valid for five years.
- An evaluation of the students’ academic records will be completed after application. All required developmental general education coursework in the College of Arts and Sciences and foundational coursework in the College of Education must be completed before acceptance into the National College of Education.
- Applicants must have a GPA of 2.5 or higher at National-Louis University with a GPA of at least 2.0 in each of the following disciplines: Mathematics, Science, Humanities, and Social Sciences. Students must submit yearly proof of a negative TB test and documentation of a clear fingerprint criminal background check from the Illinois State Police. The results of each document are valid for 12 months.
- Students will not be admitted to National College of
Education with a grade of "D" or "F" in any of the foundational educational coursework. A student who receives a "D" or "F" in a foundational course must petition the Undergraduate Admission and Retention Council if they would like to receive permission to retake the course. Foundational courses may not be repeated without the permission of the council.

- Students are expected to apply for admission to the Elementary Education program by the published deadline. Application dates are published in the University Schedule, and application forms are available on each campus through your academic advisor.
- Once admitted, the program of each student is reviewed each term during his/her professional sequence by the appropriate faculty to determine continued eligibility in the Elementary Education program of National College of Education. (see Admission and Retention policies)

Program-specific General Education Requirements 76 QH

The program requires a minimum of 76 quarter hours or the equivalent in General Education coursework for completion of the B.A. degree. This includes demonstration of competence in all general education areas, as well as INTASC Standards and Illinois Professional Teaching Standards. The Elementary Teacher Education Program accepts the following types of equivalent work: transfer of courses with a "C" or higher from approved and accredited institutions, appropriate scores on advanced placement tests, and passing scores on CLEP and DANTES examinations. Contact your academic advisor for information.

1. Communications
   LAE101 English Composition I 5
   LAE102 English Composition II 5
   LAT210 Effective Speaking 5

2. Humanities
   Literature course 5
   Humanities course 4

3. Fine Arts
   Fine arts course 4
   (LAA110 - Introduction to Art 2QH and LAU110-Introduction to Music 2QH preferred)

4. Quantitative Reasoning
   LAM112 Math Content for Teachers I 5
   LAM213 Math Content for Teachers II 5

5. Physical and Life Sciences
   LAN110 General Biology* 5
   LAN150 Survey of Physical Science* 5
   Two Science electives 8
   *One course must have a laboratory component

6. Social Sciences

United States History course 5
LAS120 American Politics 5
LAS300 Contemporary World Cultures, OR other social science non-Western, global course 5

7. Behavioral Sciences
   LAP201 Developmental Psychology 5

Standard Teaching Concentration 30 QH
(See concentration options list on page 220.)

Please consult an academic advisor for more information regarding the requirements for each Standard Teaching Concentration.

Foundations in Education Requirements (Prerequisites for admission to College of Education) 24 QH
   ELE300 Elementary Education: Practicum I Seminar/Field Experience 4
   ELE315 History and Philosophy of Education 3-5
   TIE300 Introduction to Technology in the Classroom 3
   EPS301 Educational Psychology for Teachers (or equivalent transfer course) 3
   SPE300 Survey of Exceptional Children 5
   ELE345 Methods of Teaching Arts Education 3
   ELE347 Methods of Teaching Health and Physical Education 3

Professional Education Requirements 16 QH
   CIS480A Methods of Teaching Social Studies 4
   MHE480A Methods of Teaching Mathematics 4
   RLL480A Methods of Teaching Reading & Language Arts 5
   SCE480A Methods of Teaching Science 3

Field Experience 22 QH
   ELE410 Elementary Education: Practicum II 3
   ELE415 Elementary Education Practicum II: Field Experience 2
   ELE420 Elementary Education: Practicum III 3
   ELE425 Elementary Education Practicum III: Field Experience 2
   ELE470 Elementary Education: Student Teaching 12

To meet certification requirements, general education must total 106 quarter hours and specific certification area requirements must be met.

To meet degree requirements, a minimum of 60 quarter hours must be taken at National-Louis University.

Prior to entry into student teaching, students must complete a minimum of 100 clock hours of preclinical experience. This requirement will be fulfilled in the Practicum I, II and III field experience.
National College of Education
Non-Certification
Undergraduate Degree
Programs

Early Childhood Practice

Early Childhood Practice Program (B.A.) Non-Certification

Please note that the Early Childhood Education B.A. programs are undergoing revisions. Please check with your academic advisor for the most current information.

The Bachelor of Arts in Early Childhood Practice program (Non-Certification) is designed for students whose interests are in early development and education but who do not wish to be certified teachers. Students may seek or continue employment in child care centers or other settings that do not require state certification. This program has elective options in childcare center practice and infant/toddler practice. Students who meet all requirements will acquire the Bachelor of Arts in Early Childhood Practice. This program DOES NOT lead to 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.

Admission Requirements

Requirements to be admitted to the BA Early Childhood Practice program (Non-certification) are the same as the requirements to be admitted to National-Louis University (see pages 10-13). In addition to these requirements, applicants must sign and submit the “Student Acknowledgement of BA ECP Program (Non-certification) Limitations” form to the Office of Admissions. Students must submit yearly proof of a negative TB test and documentation of a clear fingerprint criminal background check from the Illinois State Police. The results of each document are valid for 12 months.

Program-specific General Education Requirements 60 QH

The B.A. Early Childhood Practice program (Non-certification) requires a minimum of 60 quarter hours or the equivalent in general education coursework for the completion of the B.A. degree. This includes demonstration of competence in all areas of general education. The Early Childhood Practice program accepts the following types of equivalent work: transfer from approved and accredited institutions, appropriate scores on advanced placement tests, and passing scores on CLEP and DANTES examinations.

1. Communications
   Two Written Communication courses 10
   One Speech course 5

2. Humanities
   One Humanities course 5

3. Fine Arts
   One Fine Arts course 5

4. Quantitative Reasoning
   Two college level Mathematics courses 10
   (course in Basic Statistics recommended but not required)

5. Physical and Life Sciences
   One Life Science course* 5
   One Physical Science course* 5
   *One course must have a laboratory component

6. Social Sciences
   One U.S. Politics course 5
   One Non-Western/Global Social Science course 5

7. Behavioral Sciences
   One Developmental Psychology course 5

Foundational Requirements 52 QH
   (Approved equivalent may be transferred)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE202</td>
<td>Developmental Theory and Practice</td>
<td>5</td>
</tr>
<tr>
<td>ECE205**</td>
<td>Child Study I: Infant and Toddler</td>
<td>2</td>
</tr>
<tr>
<td>ECE206**</td>
<td>Child Study II: Preprimary</td>
<td>2</td>
</tr>
<tr>
<td>ECE310</td>
<td>Child, Family, and Community</td>
<td>5</td>
</tr>
<tr>
<td>ECE320</td>
<td>Speech and Language Development</td>
<td>3</td>
</tr>
<tr>
<td>ECE405</td>
<td>Preprimary Methods: Language Arts, Art, Music,</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Movement</td>
<td></td>
</tr>
<tr>
<td>ECE406</td>
<td>Preprimary Methods: Social Studies, Science,</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>ECE460***</td>
<td>Early Childhood Practicum</td>
<td>7</td>
</tr>
<tr>
<td>LAE307</td>
<td>Literature for Children</td>
<td>5</td>
</tr>
<tr>
<td>One American</td>
<td>History course</td>
<td>5</td>
</tr>
<tr>
<td>SPE300</td>
<td>Survey of Exceptional Children</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(must have grade B or better to transfer)</td>
<td></td>
</tr>
<tr>
<td>One</td>
<td>Developmental Psychology course</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Additional approved course(s) to complete</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundational requirements</td>
<td>2-10</td>
</tr>
</tbody>
</table>

Professional Education Requirements for the B.A. in Early Childhood Practice: 38 QH

Major Concentration 38 QH

31 quarter hours selected from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE301</td>
<td>Understanding Infants and Toddlers</td>
<td>5</td>
</tr>
<tr>
<td>ECE302</td>
<td>Essentials of Infant-Toddler Care</td>
<td>3</td>
</tr>
<tr>
<td>ECE321</td>
<td>Curriculum and Teaching in the Infant and Toddler</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Classroom</td>
<td></td>
</tr>
<tr>
<td>ECE322</td>
<td>Developing Early Childhood Programs</td>
<td>2</td>
</tr>
<tr>
<td>ECE326</td>
<td>Administration of Early Childhood Programs</td>
<td>5</td>
</tr>
</tbody>
</table>
ECE330 Instructional Technology 3
ECE335 Best Business Practices in Family Child Care 3
ECE336 Best Practices in Early Childhood Education for Infants, Toddlers, and Families 5
ECE337 Ethics and Professionalism in Early Childhood Education 5
ECE340 Classroom Management in Early Childhood Education 5

Or other courses with consent of advisor

7 quarter hours from ONE of the following:

ECE 492*** Internship: Child Care Center and Preschool Practice 7
ECE 493*** Internship: Infant and Toddler Care Development 7

** Includes 35 documented preclinical hours. A limit of 20 hours of observation taken as part of previous coursework may be accepted with faculty approval.

***Application to participate in field experiences (ECE 460 and ECE 492 or ECE 493) must be made two quarters prior to the quarter of the field experience. See the course schedule or an advisor for deadline dates.

Teaching Concentration 30 QH

All Early Childhood Practice students are required to have a standard teaching concentration consisting of 30 quarter hours in Psychology/Human Development, in addition to the 10 hours in Developmental Psychology, or another concentration in conjunction with and and consent of a faculty advisor. Fifteen quarter hours must be upper-level.

The following courses comprise the Psychology/Human Development Standard Teaching Concentration:

Two lower-level Psychology courses
Life Span Development (Must be completed at NLU)
Cognitive Psychology course (Must be completed at NLU)
Social/Clinical Psychology course (Must be completed at NLU)
Community Psychology course (Must be completed at NLU)

Students may choose a second major in Psychology/Human Development. In addition to the Early Childhood professional education requirements, students in the double major must take a total of 45 quarter hours of coursework in Psychology/Human Development. Of that 45 quarter hours, 25 quarter hours must be upper-level credit, with a minimum of 15 quarter hours in residence at National-Louis University. The ten hours of developmental Psychology courses required for the program can be counted as part of the 45 hours.

Please note that the Early Childhood Education B.A. programs are undergoing revisions. Please check with your academic advisor for the most current information.

Professional Assistant Center for Education (PACE)

Founded in 1986, the Professional Assistant Center for Education (PACE) is a two-year, noncredit, post secondary certificate program for young adults with learning disabilities.

The Program is designed especially to meet the transitional needs of students with multiple learning disabilities in a university setting. The Program commits to educating the whole person, preparing young adults for independent living by integrating instruction in four areas: academics, career preparation, life skills and socialization.

The Program focuses on training that encompasses the cognitive aspect of the intellect. The instructional approach at PACE integrates both group and individual teaching across all areas of the students’ lives. All faculty focus on instruction as a primary tool for promoting growth and learning. Drawing from the work of Professor Reuvan Fauerstein, instruction is based on the observation that students learn best when actively involved in the process, when teaching is linked directly to events and activities in their lives.

Academics

The academic program continues education in a formal classroom setting. This structure and atmosphere provide an opportunity to work closely with the students in a serious learning environment designed to both promote active thinking skills and to provide important content.

Career Preparation

The vocational training component of the program is designed to assist students in learning and practicing the discipline of good work habits. In addition students learn the skills necessary to serve as professional assistants in a variety of fields including child care, human services, hospitality, food service, animal care, horticulture, general office and hospital work.

Life Skills Instruction

Money Management, Time Management, Organization and Personal Care are the four main areas of instruction in life skills. Life skills instructors work on a range of skills from basic to advanced through weekly individual and small group instruction that is reinforced by the student life staff.

Socialization

Preparing students for adult life includes appropriate social skills. Living in the University residence hall and interacting with peers gives students experience in building friendships and relationships. Working as interns provides additional opportunities for social interactions with co-workers and supervisors. In class, students learn the theory of relationships and the skills involved in becoming socially competent. Participation in planned activities strengthens and encourages this competency.

NCE undergraduate and graduate students are welcome to observe and volunteer at PACE as part of the clinical experiences required for certain courses.
National College of Education
Graduate Degree Programs

National College of Education offers courses, programs and related experiences leading to the Master of Arts in Teaching degree, Master of Education degree, Master of Science in Education degree, Certificate of Advanced Study, Educational Specialist degree and the Doctor of Education degree.

Master of Arts in Teaching
- Early Childhood Education*
- Elementary Education*
- Secondary Education*
- Special Education*

Master of Education
- Curriculum and Instruction Program Concentrations
  - ESL/Bilingual Education
  - Health Education
  - Mathematics Education
  - Personalized Option
  - School Nurse*
  - Science Education
  - Social Studies Education
  - Teaching for Conceptual Integration
- Early Childhood Administration
- Early Childhood Education*
- Educational Leadership
  - Administration and Supervision*
- Educational Psychology
- Educational Psychology/Human Learning and Development
- Interdisciplinary Studies in Curriculum and Instruction
- Middle Level Education
- Reading*
- Language and Literacy
- Special Education*
- Technology in Education*

Master of Science in Education
- Curriculum and Instruction Program Concentrations
  - ESL/Bilingual Education
  - Health Education
  - Mathematics Education
  - Personalized Option
  - School Nurse*
  - Science Education
  - Social Studies Education
  - Teaching for Conceptual Integration
- Educational Psychology/Human Learning and Development
- Language and Literacy
- Reading*
- Technology in Education*

Certificate of Advanced Study
- Curriculum and Instruction Program Concentrations
  - ESL/Bilingual Education
  - Health Education
  - Mathematics Education
  - Personalized Option
  - School Nurse*
  - Science Education
  - Social Studies Education
  - Teaching for Conceptual Integration
- Early Childhood Administration
- Early Childhood Education*
- Educational Leadership
  - Administration and Supervision*
- Educational Psychology
- Educational Psychology/Human Learning and Development
- Language and Literacy
- Mathematics Education
- Middle Level Education
- Reading*
- Special Education*
- Technology in Education*

Educational Specialist
- Educational Leadership/Superintendent Endorsement
- Leadership in Curriculum and Teaching
- Reading and Language
- School Psychology*

Doctoral Programs
- Curriculum and Social Inquiry
- Disability and Equity in Education
- Educational Psychology
  - Human Learning and Development
  - School Psychology*
- Educational Leadership
  - Superintendent Endorsement*
- Reading and Language

* Entitlement certification is available.

Some certification requirements in the state of Illinois are currently under revision. Please contact the director of the program for complete information.

Entitlement Approval

The following National College of Education certification programs are approved by the Illinois State Board of Education.

Administrative (K-12)
- General Administrative
- Superintendent

Early Childhood Education (Birth-age 8)
Elementary Education (K-9)
Reading Specialist (K-12)
Special Education
   Learning Behavior Specialist I (LBSI); (K-12)
School Service (K-12)
   School Nurse
   School Psychology
Secondary Education (6-12)
   Foreign Language
   Language Arts/English
   Mathematics
   Science
   Social Science
Technology Specialist (K-12)
Endorsements/Approvals
   Courses applicable toward endorsements and/or approvals are available in the following areas:
      Bilingual Education
      ESL
      Foreign Language
      Health Education
      Language Arts/English
      Mathematics Education
      Middle Level Education
      Reading Specialist
      Reading Teacher
      Science Education
      Social Science Education

   Individual courses or course sequences not included in the programs listed above may not be assumed to be approved by the Illinois State Board of Education for certification purposes.

   National College of Education assumes no responsibility for courses taken by students with the intent of obtaining certification, unless the students are under the direct supervision of and meet regularly with a faculty advisor and the courses are taken within a program approved by the Illinois State Board of Education. Students seeking an endorsement for professional certification through the National College of Education who have been convicted of one of the offenses identified by Illinois law may be ineligible for certification and/or employment as a school professional.

Accreditation

   National College of Education of National-Louis University is accredited by the North Central Association of Colleges and Schools (NCA), the Illinois State Board of Education (ISBE), and by the National Council for Accreditation of Teacher Educators (NCATE). Selected programs are recognized by the Wisconsin Department of Public Instruction and approved by the Wisconsin Educational Approval Board. Selected programs are also recognized by the Florida Department of Education and the Virginia Department of Education.

Certification

   Students seeking certification by entitlement may obtain applications for certification in the NCE Certification Office on the Wheeling Campus.

   The Illinois Legislature has enacted Section 21-1a of the School Code of Illinois to establish a testing program as a component of the State’s teaching certification requirements. The program consists of a test of basic skills and a subject matter test.

   Illinois law prohibits the certification and/or employment of persons convicted of specific crimes. Currently, for example, enumerated offenses include but are not limited to certain narcotics and sexual offenses. Students seeking an endorsement for professional certification through the National College of Education who have been convicted of one of the offenses identified by Illinois law may be ineligible for certification and/or employment as a school professional.

Degrees

   Master of Arts in Teaching (M.A.T.)

   The Master of Arts in Teaching degree is designed for students with bachelor’s degrees in fields other than education. The M.A.T. emphasizes entrance requirements to the teaching profession and provides basic certification in elementary, early childhood education, secondary education or special education in the State of Illinois.

   Master of Education (M.Ed.)

   The Master of Education degree is designed for certified candidates dedicated to children and the development of their learning. This program serves the needs of professional teachers who seek advanced preparation for higher levels of professional
competence in the classroom. The program is also available to other professionals in accordance with the admission criteria described in Student Admission Policies. Graduate students are assisted in designing an individual sequence of courses, or selecting a prescribed sequence of courses that will contribute to professional growth.

The following programs also admit qualified non-certified teachers:

- Curriculum and Instruction
- Early Childhood Education Administration
- Educational Leadership
- Educational Psychology/School Psychology
- Interdisciplinary Studies
- Middle Level Education
- Technology in Education

For further information contact the program coordinator of the specific Program.

Master of Science in Education (M.S.Ed.)

The Master of Science in Education degree is designed for qualified certified candidates who seek preparation for leadership positions in education. The program is also available to other professionals in accordance with the admission criteria described in Student Admission Policies. The Master of Science in Education degree program is designed to provide sufficient depth in the field of specialization to enable students to pursue continued study at the post master's level. Applicants may be required to meet specific program entrance requirements in addition to the general admission requirements of the graduate school.

The following programs also admit qualified non-certified teachers:

- Curriculum and Instruction
- Early Childhood Education Administration
- Educational Leadership
- Educational Psychology/School Psychology
- Interdisciplinary Studies
- Technology in Education

For further information contact the program coordinator of the specific Program.

Research Alternative

The standard thesis requirement for the Master of Science in Education degree may be met through the creation of an evaluation and development project in the form of an educational product that meets specific conditions. Students selecting this alternative to the standard thesis will register for and receive thesis credit.

Projects may take such forms as the creation of a media product for instruction, development and verification of an instructional sequence or module, development and verification of a measuring instrument, or other similar projects. The product must be of such a nature that it can be tested and evaluated. It should be able to serve as a basis for generalization and should be useful beyond the boundaries of a single situation or individual.

The final product will consist of the project material and written documentation. Written documentation will include significance of the work, its relationship to existing materials, validation of procedures, and the performance of consumer response data. Approval of the final product rests with the student's committee. Deadlines for submission of the final copy are the same as deadlines for a thesis.

Students interested in this alternative should consult with their faculty advisors.

Certificate of Advanced Study (C.A.S.)

The Certificate of Advanced Study will be awarded to students who, having completed a master's degree in a specific field, choose to engage in continued graduate study that will add a new career dimension to their current professional competencies.

A minimum of 30 semester hours beyond the master's degree is required to complete the Certificate of Advanced Study program. In some instances, depending upon the student's goals and objectives, additional course work may be required.

Educational Specialist (Ed.S.)

The Educational Specialist degree (Ed.S.) is a post-master, pre-doctoral degree designed to meet the needs of school leaders who have completed their master's level work and who express need for advanced specialization in the areas of their master's concentration. Experiences include course work to provide knowledge about recent advances in the areas of concentration and field-based internships that guide application of the new knowledge in school settings. The Ed.S. degree is offered in Educational Leadership, Leadership in Curriculum and Teaching, Reading and Language, and School Psychology.

A minimum of approved 30 semester hours beyond the master's degree is required to complete the Educational Specialist program. In some instances, depending upon the student’s goals and objectives, additional course work may be required. A culminating experience that consolidates knowledge gained from course work and internships will be an integral part of each program.

Doctor of Education (Ed.D.)

The doctoral programs in National College of Education are designed to prepare leaders in the field of education. Faculty and students in the programs form a broad based community of learners, engaging in critique of knowledge and in the active
examination of the interrelationship of theory, research, and practice. The doctoral programs built upon a tradition of excellence in teacher education stretching for over 100 years. Through advanced studies, the program extends National-Louis University and its National College of Education’s tradition of providing quality education for educational practitioners, academic scholars, and researchers. Consistent with the strengths and quality of its graduate faculty, NCE offers doctoral programs in five main areas:

- Curriculum and Social Inquiry
- Disability and Equity in Education
- Educational Leadership
- Educational Psychology
  - School Psychology Concentration
  - Human Learning and Development Concentration
- Reading and Language

Doctoral admission and academic policies are discussed in the doctoral section of the catalog (page 261).

On-Campus Programs

Classes are held at the Chicago, Elgin, Lisle, North Shore and Wheeling campuses as on-campus classes. Additional classes may be offered at other locations if available with a cluster group. Course schedules may be found on the University website at http://www.nl.edu/oar/schedules.cfm.

Field-based Degree Programs

The field-based master’s degree program is an integrated approach to graduate study, which addresses educational needs that may not be met through traditional programs. Groups are formed when approximately fifteen students in geographic proximity are interested in beginning graduate study. Classes are held in the Chicago area, as well as in Milwaukee/Beloit, Wisconsin, Tampa/Orlando, Florida, Washington D.C. and Northern Virginia. Classes meet once a week; the program is approximately two years in duration. The field-based degree is offered in:

Interdisciplinary Studies in Curriculum and Instruction

Interested students should contact a National College of Education enrollment representative at any of the regional offices or at any Chicago area campus.

Cluster Groups

National-Louis University is a recognized leader in the Cluster approach to learning. The Cluster approach customizes education for a group of students (15-25) interested in the same program. Clusters can include a Master’s degree (M.A.T. or M.Ed.), a Certificate of Advanced Study (C.A.S.), or a Doctor of Education (Ed.D.) degree. In some cases, specific course groupings may also be offered in the Cluster format, such as the ESL approval. Cluster groups meet either in a convenient community based location off campus, or on one of our campuses.

Groups may form when approximately fifteen students register for an entire graduate Cluster program at a given location. Students progress together through a pre-arranged, pre-registered course of study that is identical to programs offered on National-Louis University campuses. Courses are guaranteed for cluster students as long as they are taken within their Cluster. Classes are usually one or two nights per week during the school year. Summer schedules vary.

Cluster students benefit from a fixed tuition rate, designated at the time of registration. Tuition payment options are available. Cluster students follow policies established by National College of Education.

Cluster groups may be offered in the following areas:

- Educational Leadership (Administration and Supervision or Superintendent Endorsement)
- Educational Psychology/Human Learning and Development
- Language and Literacy
- Master of Arts in Teaching (M.A.T.) in Early Childhood Education
- M.A.T. in Elementary Education
- M.A.T. and M.Ed. in Special Education
- Middle Level Education
- Reading
- M.A.T. in Secondary Education
- Technology in Education

Admission Policies

All students taking courses at National College of Education should fully understand that graduate credits toward a degree or toward certification under the auspices of the University are earned only after formal admission to graduate study.

Students desiring admittance into the Foster G. McGaw Graduate School must apply for formal acceptance into the graduate school for either a Master of Arts in Teaching, Master of Education, Master of Science in Education, Certificate of Advanced Study, Educational Specialist, or Doctoral degree.

The following procedures must be completed before completing the tenth semester hour as a Student-at-Large. A maximum of nine semester hours of National College of Education credit taken as a Student-at-Large prior to formal admission may apply toward a degree or certificate of advanced
study. Students in field-based degree programs must make application to the graduate school no later than two months after the first night of class and be admitted prior to the first night of Term II. Students who fail to complete the admission process before the end of their first term will disqualify themselves from receiving financial aid for that term and may be dropped from their group. Only admitted students are eligible for federal financial aid.

The following documents must be on file in the Office of Admissions prior to consideration for admission:

1. A completed application form. (Available online: www.nl.edu)
2. Application fee (nonrefundable)
3. Official transcripts from all institutions attended. Please note that only credit from a regionally accredited institution will be considered for transfer credit. Completion of a bachelor’s degree from a regionally accredited institution must be verified.
4. A list of references from supervisors, employers, professors, or others who have known the applicant in a professional or academic capacity. These references will be checked randomly. Some specific programs will require letters of recommendation. See admission packet for individual programs.
5. A written statement of academic and professional goals
6. Official admissions test score. Refer to program admission requirements for appropriate test.
7. An official score report showing a passing score on the test required for your program. Students who are seeking admission to an Illinois certification program and/or were certified prior to July 1, 1988, are required to pass the Basic Skills Test administered by the Illinois State Board of Education. Please note that the Illinois Test of Basic Skills scores are valid for 5 years. Students from states other than Illinois where NLU certification programs may be offered (Virginia, D.C., Florida, Wisconsin) must take and pass the equivalent test of basic skills administered through their state. Illinois applicants applying for additional certification who have current, initial certification in another state must submit copies of their current teaching certification and passing scores on the equivalent basic skills test required by the state in which their certification was issued in order for the Illinois Test of Basic Skills requirement to be waived. This information must be verified by Office of Admissions and Records.
8. Students whose native language is other than English and/or whose college coursework was earned outside the United States must submit official scores from the TOEFL test. The Department of Applied Language (DAL) Assessment may be taken in lieu of the TOEFL.

Completion of courses prior to formal acceptance to graduate study does not guarantee admission to graduate school. It is the student’s responsibility to submit all documents necessary for a decision regarding admission to graduate study. This decision is postponed until all documents are received. The student is then notified of formal admission status. Until such notification is given, formal admission to the Foster G. McGaw Graduate School is not to be presumed. Credentials will not be returned to the applicant.

When all materials have been received, the applicant’s credentials will be evaluated by a number of weighted admission criteria. Undergraduate grade point average and test scores are basic criteria.

Applicants must hold a baccalaureate degree from a regionally accredited institution and show evidence in undergraduate work of the ability to pursue graduate study. This generally is interpreted to mean that the student in the junior and senior years of undergraduate study has achieved a grade point average of 3.0 or better on a 4.0 scale. Students holding an advanced (graduate) degree from a regionally accredited institution will have only their GPA from that advanced degree count toward admission. A 3.0 graduate GPA will be accepted for admission. Students with a graduate GPA below a 3.0 may be accepted with a four-course review admission status.

Other documents in support of the application are weighted according to the applicant’s individual profile and the specific academic requirements of the program for which he or she is applying. Interviews prior to admission may be required at the discretion of the Director of Admissions and/or program directors.

Students who are accepted into the graduate school will receive a formal letter of admission. The student should make contact with the advisor within 30 days to develop a Graduate Study Plan and maintain regular contact with the advisor throughout the completion of the program.

Applicants denied admission to graduate study may petition the Admission and Retention Council for review of their application. Petition forms may be downloaded at http://www3.nl.edu/oar/forms.cfm. Applicants whose petitions are approved may then be recommended for four-course review admission. Students whose petitions are denied may then appeal on procedural issues to the Associate Dean of National College of Education.

International Students

The graduate school welcomes qualified students from outside the United States for enrollment in degree programs. Applicants are required to present official records of scholastic achievement and evidence of proficiency in spoken and written English as prerequisites for admission. Please refer to International Students in the General Information section of this catalog for details.
Status of Admitted Students

Admitted

Students who meet all admission criteria without qualification are granted admission to their program. Only admitted students are eligible for graduate degrees. Applicants to the Certificate of Advanced Study, Educational Specialist and doctoral programs will receive an admitted status only. If the grade point average of an admitted student falls below 3.0, the student will be placed on academic probation. The student will be notified in writing and given the maximum of four graded courses (not P/N) or 9 semester hours, whichever comes first, taken at National-Louis University to raise the grade point average to 3.0. These courses may not be workshops, independent studies, transfer credits, or internships/practicums, except when taken by veterans receiving benefits.

Admitted with Four-Course Review Status

Students who are low in one or more admission criteria, but who evidence potential for successful graduate work, are admitted with four-course review status. A student admitted with four-course review status must maintain a 3.0 in either the first four graded courses or 9 semester hours taken after admission, whichever comes first. These courses must be written in the degree plan. These courses may not be professional development courses, workshops, transfer credits, independent studies, or internships/practicums, except when taken by veterans receiving benefits. If a minimum 3.0 GPA is attained by the end of the review period, the student will gain good academic standing. If the GPA falls below 3.0 at the end of the review period, the student will be dropped from the graduate school. If the student wishes to appeal this decision, appeal may be made to the Graduate Admission and Retention Council. Students admitted with four-course review status may not register for courses until they have met with their academic advisor to develop a Graduate Study Plan.

The Master’s Degree

Students who have a baccalaureate degree but do not have a teaching certificate may pursue study in the Master of Arts in Teaching degree programs. The baccalaureate degree may be in a course of study other than education. Students who are residents of Illinois, and seek admission to a certification program or were certified prior to July 1, 1988, are required to pass the Basic Skills Test administered by the Illinois State Board of Education. Applicants applying for additional certification who have current, initial certification in another state must submit copies of their current teaching certification and passing scores on the equivalent basic skills test required by the state in which their certification was issued in order for the Illinois Test of Basic Skills requirement to be waived. This information must be verified by the Office of Admissions and Records. Please note that the Basic Skills Test may be used for certification for a maximum of 5 years after the test was taken.

All applicants for the Master of Education and Master of Science in Education degree programs must possess valid certification or must present adequate justification to the program coordinator that graduate study within the program in which application is being made meets their desired professional goals and objectives.

The Certificate of Advanced Study

Applicants for the Certificate of Advanced Study must hold a master’s degree from a regionally accredited institution and a valid teaching certificate. An entrance test is not required.

The Educational Specialist Degree

All applicants for the Educational Specialist degree must hold a master’s degree from a regionally accredited institution. Admission decisions are based on the following evidence: the completed application form, the applicant’s academic record, four letters of recommendation, scores from the General Aptitude Section of the Graduate Record Examination (GRE), a writing sample, and an interview. Applicants to the Ed.S. degree in Leadership in Curriculum and Teaching may submit scores from either the Miller Analogies Test (MAT) or the General Aptitude Section of the Graduate Records Examination. (For more information about the GRE, please telephone the Educational Testing Service at 847/869-7700. The institutional code for National-Louis University is 1551.) Scores from the GRE or the MAT may not be older than five years. Individual programs may require additional materials. Applications are reviewed by faculty from the respective programs.

The Doctoral Degree

Please refer to the Doctoral section of the catalog.

Financial Assistance

Trustee Fellowships

The Foster G. McGaw Graduate School offers tuition fellowships for full and three-quarter-time study on campus. Fellowships are awarded to students who have been formally admitted to the Graduate School and are seeking assistance for a minimum of three consecutive quarters.

Full-time students enrolled in eight semester hours of course work receive a 4 semester hour tuition waiver per quarter, which carries a work requirement of 100 hours per quarter. Half-time students enrolled in six semester hours of course work receive a two-semester hour waiver per quarter, which carries a work requirement of 50 hours per quarter. Fellowships are awarded on the basis of financial eligibility and
GRADUATE PROGRAMS

NATIONAL COLLEGE OF EDUCATION

226 are considered to be a taxable source of assistance.

A limited number of employment opportunities are available to enrolled graduate students who may work a maximum of fifteen hours per week. For information on the Fellowship program or on the Student Employment Program, call the Office of Financial Aid.

Financial assistance for doctoral students is discussed in the doctoral section of the catalog (see page 262).

Additional information on graduate financial aid is discussed in the General Information section of this catalog (see pages 24-27).

Academic Policies

Graduate Admission and Retention Council

The Council recommends policies for the admission and retention of all students in the College and monitors academic standards. A student has the right to appeal to this Council for an exception to stated policy and to appeal decisions on matters pertaining to admission and retention. Students have the right to request a personal appearance before the Council. The denial of petition may be appealed on procedural issues to the Associate Dean of National College of Education.

Members of this Council are representative of the graduate faculty, the administration, and the graduate student body. For exact procedures, see the Student Guidebook. Petition forms for the Graduate Admission and Retention Council may be downloaded at http://www3.nl.edu/oar/forms.cfm.

Hours Prior to Admission

A maximum of 9 semester hours of National College of Education credit taken as a Student-at-Large prior to formal admission may apply toward an on-campus degree or certificate. Acceptance of more than 9 semester hours taken prior to admission must be obtained through petition to the Graduate Admission and Retention Council. Students taking course work beyond 9 semester hours in an Ed.S. sequence must contact the Director of the particular Ed.S. program and receive permission to do so.

Study Plan

Students who have received formal notice of admission as graduate students are eligible for graduate degrees. After formal notice has been given, the academic policies listed below must be understood and, where procedure is prescribed, that procedure must be followed. Graduate students are required to seek counsel from their faculty advisors. Every effort is made to encourage a direct, personal relationship between faculty members and individual students in order that students obtain maximum professional growth.

1. The student, in consultation with the advisor (appointed at the time of admission), will complete a Graduate Study Plan. Students admitted with four course review status may not register for courses until they have met with their advisor.
2. The four-part Study Plan will be distributed to the student, the advisor, the Program Coordinator, and the Office of Admissions and Records.
3. This Study Plan must be on file in the Office of Admissions and Records within thirty days after formal admission to graduate study has been received.
4. A change in the original Study Plan must be approved by the student’s advisor on a Graduate Study Plan Change form and filed in the Office of Admissions and Records.

Program Substitutions

Program substitutions may be made with the approval of the student’s advisor when they are consistent with accreditation and degree requirements. These should be reflected on the Graduate Study Plan form and become part of the student’s file.

Course Load Limitation

Students pursue graduate studies on either a full- or part-time basis. Full-time students take eight to ten semester hours of graduate study in a regular term. An exception to the maximum load must receive prior approval from the Dean of the College of Education, after recommendation of the student’s advisor. Enrollment in shorter summer sessions or courses taken by variant scheduling during regular terms is limited and is comparable to the course load standards of regular academic terms.

Transfer of Credit

Upon the approval of the faculty advisor and the appropriate graduate school administrator, a maximum of six semester hours of graduate credit toward a master’s degree may be transferred from another institution. A maximum of six semester hours of post-master’s degree course work may be transferred into the Educational Specialist degree. A maximum of one-third of post-master’s course work may be transferred into the required semester hours of the Certificate of Advanced Study. This must be graduate work for which a degree was not awarded. Transferred credits are included in the number of maximum credits allowed for off-campus work. Transfer credit must be bona fide graduate credit that would have fulfilled graduate degree requirements in the institution at which it was offered and courses must have been taken within the time limits of the degree program. Such institutions are those approved by one of the regional accreditation associations. Courses with a grade below B cannot be used for transfer credit. Approval for transfer credit beyond the number allowed must be obtained through a petition.
to the Graduate Admission and Retention Council.

**Core Course Waiver**

Students who have taken graduate work or a series of specific undergraduate classes at other institutions may have taken courses equivalent to the required core courses of National College of Education. Students must petition the Admission and Retention Council for a waiver of a specific core course. The petition is considered upon presentation of an official transcript and a course or catalog description. If the course cannot be transferred, the student must substitute an approved on-campus course in the program to replace the waived course. If the petition is approved by the Admission and Retention Council, the core course waiver request is completed by the advisor on a Study Plan Change form.

**Course by Arrangement/Independent Study**

With the approval of their advisor, appropriate program coordinator and the Dean’s office, an admitted student may take a course by arrangement or an independent study. Only a full-time faculty member may work with a student on a course by arrangement or an independent study. Students are responsible for obtaining all of the appropriate signatures and file the correct paper work with the Office of Admissions and Records before beginning the course. Students seeking an independent study or a course by arrangement should speak with their advisor.

**Teacher Education Programs**

The following constitutes a basis for denial of admission to student teaching or removal from a teacher education program: conduct unbecoming a professional educator, conviction on a felony charge or any other behavior that interferes with professionalism.

**Time Limitation for Fulfilling Degree Requirements**

M.A.T., M.Ed., M.S.Ed., C.A.S., and Ed.S. candidates must fulfill degree requirements within a six-year period. The time period is calculated from the date of the first course that is to count toward the degree, including transfer credit. Requests for an extension of time must be obtained through a petition to the Graduate Admission and Retention Council.

**Residency Requirements**

**M.S.Ed. Candidates**

Students may meet the residency requirement in any one of the following ways: (1) one term of full-time study (eight semester hours) on campus, (2) ten semester hours taken on campus in two consecutive terms, (3) ten semester hours taken on campus in two consecutive summers.

**Ed.S. Candidates**

Students are required to take 15 semester hours in no more than five consecutive academic quarters. Each program will determine meaningful ways to involve students with faculty to ensure that the spirit of the traditional residency requirement is maintained.

**Application of Course Work Toward Degree Programs**

Courses are available on five Chicago area campuses and selected locations. Acquired credits may be applied to degree programs as follows:

**Off-Campus Course Work in the Master’s Degree and Certificate of Advanced Study**

In any on-campus master’s or C.A.S. program a limited number of semester hours of Center for Professional Development (CPD) credit may be applied.

**Off-Campus Course Work in the Educational Specialist Degree**

Six semester hours of CPD credit may be applied to the Ed.S. degree if approved by the student’s advisor. If a student transfers six semester hours of graduate credit from another accredited institution, then no CPD credit is allowed.

**Special Workshops**

The Foster G. McGaw Graduate School provides an in-service program designed for teaching and administrative personnel in the field. These workshops are offered either on campus or in cooperation with school districts and similar educational constituencies. A maximum of six hours will be allowed in fulfilling degree requirements. All policies and procedures, including quality control measures established by the Graduate School and the graduate faculty, will be followed. Workshop credit will not be accepted for certification.

**Educational Specialist Degree**

**Enrollment Requirements**

Students are expected to register every quarter until the completion of their degrees. Students who are not registered three consecutive quarters will be notified by the Director of the Ed.S. program that they have been dropped. Students desiring to be reinstated must submit to the Graduate Admission and Retention Council a petition stating the reason for the inactivity.

**Leave of Absence**

Students may request a leave of absence for one calendar year. Students must petition the Graduate Admission and Retention Council for approval indicating why a leave is
necessary; the petition must have the approval of the Director of
the Ed.S. program.

Withdrawal from Program

To withdraw from a graduate field program, a student must
present written notice to the NCE Dean in care of the NCE Field
Office on the Wheeling Campus. The Dean’s office will notify the
Registrar to remove the file from active status. (See page 18 for
withdrawal procedures.)

The graduate faculty reserves the right to request the
withdrawal of a student at any time during the course of studies
if the student does not meet the required standards of
scholarship.

Professional Development Facilities

The specialized facilities of the Foster G. McGaw Graduate
School reflect its mission to provide a bridge between theory
and practice in education.

Center for Learning

The Center for Learning currently functions as both a
training facility for graduate students in School Psychology and
Special Education and as a community resource. Under the
professional supervision of National-Louis University faculty and
staff, student clinicians provide to children, adolescents,
parents, and adults assessment and/or intervention services
designed to focus on their needs and concerns. A major goal of
the Center is to link theory and research to practice in the field.
The Center for Learning is located on the North Shore campus.

National College of Education Center for
Professional Development

A leader in the education of adults, National-Louis
University views learning as a lifelong process. The College of
Education’s Center for Professional Development offers a wide
range of learning opportunities for individuals to expand their
interests, enhance their professional development and pursue
their academic and professional goals.

The courses, seminars and workshops presented by expert
University faculty and a team of highly qualified practitioners/instructors address the most current topics in the field of
Education. Courses are scheduled at National-Louis University
Illinois campuses and at designated sites throughout the region
to provide the greatest convenience in time and location.

The Illinois State Board of Education requires certified
teachers to engage in professional development activities during
the period of their certificates’ validity in order to renew those
certificates. National-Louis University is an approved provider of
these activities, offering either continuing education units (CEUs)
or continuing professional development units (CPDUs). The
Center for Professional Development assists in the coordination
of the workshops, seminars, conferences, etc. and follows the
ISBE specified procedures in documentation and archival of the
events.

Contact Us:
National College of Education
Center for Professional Development
1000 Capitol Drive
Wheeling, IL 60090-7201
847-947-5247

Reading Center

The Reading Center provides a setting for supervised
practicum experiences in reading instruction for both graduate
and undergraduate students. Student and staff tutors provide
one-on-one tutoring and diagnosis for children with reading
problems. Curriculum materials are available for inspection in
the Center, and consultation for districts, schools, teachers and
parents is also provided. The Reading Center is located on the
North Shore campus and Lisle campus.

Middle Level Curriculum and Teaching
Center

The Middle Level Curriculum and Teaching Center
(MLCTC) is located on the Wheeling campus. The mission of
the Center is to advance curriculum practice, theories, policies
and research for those teaching at the middle level and working
with young adolescents. The MLCTC provides materials and
resources for middle level educators for use within the Center
and also provides university workshops on critical middle level
issues and strategies. The Center also sponsors the annual If I
ran the School: A Conference for, by and about young
adolescents.

The Professional Assistant Center for
Education (PACE)

Founded in 1986, the Professional Assistant Center for
Education (PACE) is a two-year, noncredit, post secondary
certificate program for young adults with learning disabilities.
The Program is designed especially to meet the transitional
needs of students with multiple learning disabilities in a
university setting. The Program commits to educating the whole
person, preparing young adults for independent living by
integrating instruction in four areas: academics, career
preparation, life skills and socialization.

The Program focuses on training that encompasses the
cognitive aspect of the intellect. The instructional approach at
PACE integrates both group and individual teaching across all
areas of the students’ lives. All faculty focus on instruction as a
primary tool for promoting growth and learning. Drawing from
the work of Professor Reuvan Fauerstein, instruction is based on the observation that students learn best when actively involved in the process, when teaching is linked directly to events and activities, goals and aspirations in their lives.

**Academics**

The academic program continues education in a formal classroom setting. This structure and atmosphere provide an opportunity to work closely with the students in a serious learning environment designed to both promote active thinking skills and to provide important content.

**Career Preparation**

The vocational training component of the program is designed to assist students in learning and practicing the discipline of good work habits. In addition, students learn the skills necessary to serve as professional assistants in a variety of fields including child care, human services, hospitality, food service, animal care, horticulture, general office and hospital work.

**Life Skills Instruction**

Money Management, Time Management, Organization and Personal Care are the four main areas of instruction in life skills. Life skills instructors work on a range of skills from basic to advanced through weekly individual and small group instruction that is reinforced by the student life staff.

**Socialization**

Preparing students for adult life includes appropriate social skills. Living in the University residence hall and interacting with peers gives students experience in building friendships and relationships. Working as interns provides additional opportunities for social interactions with co-workers and supervisors. In class, students learn the theory of relationships and the skills involved in becoming socially competent. Participation in planned activities strengthens and encourages this competency.

NCE undergraduate and graduate students are welcome to observe and volunteer at PACE as part of the clinical experiences required for certain courses.

---

**Academic Programs**

**Curriculum and Instruction Program**

The graduate program in Curriculum and Instruction offers concentrations to support teachers and preK-12+ educational professionals to design, implement, and evaluate the processes of curriculum and instruction. Students may customize their own personalized sequence of 20 semester hours from graduate courses throughout the College or may develop a concentration in one content area. Through course work, practicum experiences, and interactions with peers and faculty, students gain expertise in understanding key content area concepts, in designing and evaluating curriculum, in making sound instructional decisions that accommodate diverse learner needs, in clarifying and reflecting on the relationship between assumptions and practices, and in engaging in inquiry to integrate theory and practice. Graduates of the program are prepared to apply their understanding and skills in their own professional practice as well as to assume an active role in advocating for productive change in the broader educational community.

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>M.Ed.</th>
<th>M.S.Ed.*</th>
<th>C.A.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum and Instruction Core Course Requirements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESR505 Educational Inquiry and Assessment</td>
<td>3</td>
<td>*</td>
<td>0</td>
</tr>
<tr>
<td>EPSS41 Cognition and Instruction</td>
<td>2</td>
<td>*</td>
<td>0</td>
</tr>
<tr>
<td>CIC503 Curriculum Design and Evaluation</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CIC504 Instructional Decision Making</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CIC592 Seminar: Educational Inquiries</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total C&amp;I Core Courses</strong></td>
<td>14</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td><strong>Concentrations</strong></td>
<td>20</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total Minimum Hours</strong></td>
<td>34</td>
<td>36</td>
<td>30</td>
</tr>
</tbody>
</table>

Students may select from among the following concentrations:

- ESL/Bilingual Education
- School Nurse
- Mathematics Education
- Science Education
- Personalized Option
- Social Studies Education
- Health Education
- Teaching for Conceptual Integration

Additional information regarding the Curriculum and Instruction program and each of these concentrations is available at www3.ni.edu/academics/nce/programs/curricinst/index.cfm.

**C&I: ESL/Bilingual Education Concentration**

The coursework of the ESL/Bilingual Education Concentration addresses needs of teachers interested in working with students who are non-native English speakers. Focus is on theories of language acquisition, strategies that promote cultural understanding, and teaching practices that
meet the needs of English Language Learners. This concentration meets the State of Illinois requirements of approval-endorsement to work in a Bilingual Education, English as a Second Language, or Dual Instructional Program. Additional information regarding this concentration is available at http://www.nl.edu/academics/nce/programs/curricinst/ESL-Bilingual.cfm.

**Approval/Endorsement Requirements include:**

**Approval for English As A Second Language:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL500</td>
<td>Foundations of ESL and Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>CIL510</td>
<td>Assessment of ESL and Bilingual Students</td>
<td>3</td>
</tr>
<tr>
<td>CIL531</td>
<td>Cross Cultural Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL501</td>
<td>Introduction to Linguistics for TESOL (Teachers of English to Speakers of Other Languages)</td>
<td>3</td>
</tr>
<tr>
<td>CIL512</td>
<td>Reading in a New Language: Linguistic Considerations</td>
<td>3</td>
</tr>
<tr>
<td>Elective from approved ESL/Bilingual Electives</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

*Approval requirements includes 18 semester hours which may be used toward completion of the degree requirement.

**Approval for Bilingual Education:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL500</td>
<td>Foundations of ESL and Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>CIL506</td>
<td>Methods and Materials for Teaching Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL510</td>
<td>Assessment of Language ESL and Bilingual Students</td>
<td>3</td>
</tr>
<tr>
<td>CIL531</td>
<td>Cross Cultural Education</td>
<td>3</td>
</tr>
<tr>
<td>Elective from approved ESL/Bilingual Electives</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

*Approval requirements includes 18 semester hours which may be used toward completion of the degree requirement.

**Approved ESL/Bilingual Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIC580</td>
<td>Peer Coaching for Teachers of Language Minority Students</td>
<td>2-4</td>
</tr>
<tr>
<td>CIC588W</td>
<td>WS/Curriculum and Instruction/Instructional Practices/Cooperative Learning for Linguistically and Culturally Diverse Students</td>
<td>3</td>
</tr>
<tr>
<td>CIL532</td>
<td>Technology Applications for Linguistically and Culturally Diverse Students</td>
<td>3</td>
</tr>
<tr>
<td>CISS591</td>
<td>Field Study/Social Science/Mexico</td>
<td>2</td>
</tr>
<tr>
<td>CIL512</td>
<td>Reading in a New Language: Linguistic Considerations</td>
<td>3</td>
</tr>
<tr>
<td>SPE570</td>
<td>Assessment and Intervention for Language Minority Students with Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

For approval in both ESL and Bilingual Education, students need to complete CIL500, CIL501 or CIL512, CIL505, CIL506, CIL510, and CIL531. To teach in a bilingual setting, students must pass the State of Illinois Language Proficiency Exam.

The state approval/endorsements for ESL and Bilingual Education also require a valid Illinois teaching certificate as well as 100 clock hours of clinical experience or three months' teaching experience with limited English proficient (LEP) students for those intending to teaching in Kindergarten-grade 12.

NCE oversees the 100 clock hour process. As an option, 20 clinical/clock hours may be earned in each ESL/Bilingual Education course.

To obtain an endorsement in ESL and/or Bilingual Education to teach at the middle school level, an endorsement in middle school is required in addition to the approval requirements indicated above. Middle school endorsement coursework includes MLE500 (Middle School: An Overview) and MLE502 Middle School Curriculum.

**Degree Requirements:**

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on page 229.

---

**C&I: Health Education Concentration**

The Health Education sequence is designed to prepare health educators to take their knowledge of health, health education, and teaching skills into their professional practice, weaving together methods, concepts, and processes from a multitude of diverse subject areas and translating theory into practice. The coursework is applicable toward fulfilling requirements for the State of Illinois endorsement for Secondary Teachers of Health Education; it does not provide an individual with a teaching certificate. The endorsement option is applicable only to teachers certified in Secondary Education. Please consult with the Health Education Coordinator regarding endorsement and/or degree options.

Additional information regarding this concentration is available at http://www.nl.edu/academics/nce/programs/curricinst/HEALTH.cfm.

**Degree Requirements include:**

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on page 229.

**Concentration Coursework:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIW507</td>
<td>Theories and Concepts in Health Education</td>
<td>3</td>
</tr>
<tr>
<td>CIW518</td>
<td>Community Health</td>
<td>2</td>
</tr>
<tr>
<td>CIW510</td>
<td>Curriculum Development and Evaluation in Health Education</td>
<td>3</td>
</tr>
</tbody>
</table>
Endorsement Requirements include 24 semester hours in the field containing:

- CIW507 Theories and Concepts in Health Education 3
- CIW518 Community Health 2
- CIW510 Curriculum Development and Evaluation in Health 3
- CIW508 School Health Education 3

At least 10 semester hours additional health education content distributed as follows:
- One course in Human Sexuality OR Sex Education
- One course in Drug/Chemical Use and Abuse
- Two courses chosen from: Mental/Emotional Health, Environmental Health, Disease Prevention and Control, Nutrition and Dietary Patterns, Consumer Health, Safety and Injury Control, Personal Health Practices.

C&I: Mathematics Education Concentration

This concentration is based on a constructivist approach to learning rooted in the philosophy of mathematics teaching and learning expressed by the National Council of Teachers of Mathematics. It is intended for certified teachers in grades 3 through 8, who may choose to complete the State of Illinois middle level mathematics endorsement requirements. Emphasis is placed on building conceptual understanding by solving problems, reasoning mathematically, communicating mathematical ideas, and making connections among ideas and to real-world situations. Additional information regarding this concentration is available at http://www.nl.edu/academics/nce/programs/curricinst/MATH.cfm.

Degree Requirements include:

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on page 229.

Concentration Coursework:

- MHE501 Topics in Mathematics for Teachers: Number Concepts and Operations In the Elementary and Middle School Mathematics Curriculum 3
- MHE502 Topics in Mathematics for Teachers: Algebra 3
- MHE510 Topics in Mathematics for Teachers: Geometry 3
- MHE511 Topics in Mathematics for Teachers: Number Theory 3
- MHE512 Topics in Mathematics for Teachers: Statistics and Probability 3
- MHE485 Advanced Methods for Teaching Middle School Mathematics* 3
- Electives 2-3

*The concentration coursework is appropriate for teachers interested in obtaining the State of Illinois middle school mathematics endorsement. Those not seeking the endorsement meet with an advisor to make an appropriate substitution for this course. In addition to the courses listed above, the following courses are required for endorsement:

- MLE500 Middle School: An Overview 3
- MLE502 Middle School Curriculum 3

C&I: Personalized Option Concentration

The Personalized Option concentration provides the unique opportunity to customize one’s degree program according to personal and professional goals, choosing electives from courses in any area of graduate education, as approved by an academic advisor. Electives may be focused in one area or mixed and matched among education and/or content specific courses.

Additional information regarding this concentration is available at http://www.nl.edu/academics/nce/programs/curricinst/personalizedoptions.cfm

Degree Requirements include:

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on page 229.

Concentration Coursework:

Electives in any area of graduate education as approved by an academic advisor

C&I: School Nurse Concentration

The School Nurse Concentration, approved by the Illinois State Board of Education to prepare registered nurses for the School Service Personnel Certificate Type 73 with school nurse endorsement, presents an exciting opportunity for registered nurses to practice in a dynamic specialty. School nurses utilize professional skills to promote health, prevent disease, and solve the health problems of the young people of our nation.
Certification Requirements:

- A Bachelor’s Degree
- An Illinois license as a Registered Professional Nurse
- 30 semester hours or 45 quarter hours undergraduate or graduate coursework in: Public Health Nursing, History and/or Philosophy of Education, Educational Psychology Human Growth and Development, Community Health Problems, Sociology, Exceptional Child, and Electives: Nutrition, School Administration, Curricula Design, Communicative Skills, Guidance and Counseling, Diversified Occupations, Social Case Work, Health Education, Health Careers, Mental Health, Child or Adolescent Psychology

National College of Education graduate coursework which meets the State of Illinois requirements for School Nurse Type 73 certificate (as listed above) include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIN508*</td>
<td>Community Health: Nursing Practice</td>
<td></td>
</tr>
<tr>
<td>CIN560</td>
<td>Issues in School Nursing</td>
<td></td>
</tr>
<tr>
<td>CIN590**</td>
<td>School Nurse Internship</td>
<td></td>
</tr>
<tr>
<td>EPS500B</td>
<td>Human Development with a Focus on Elementary and Middle Childhood</td>
<td></td>
</tr>
<tr>
<td>EPS510</td>
<td>Theories of Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>EPS541</td>
<td>Cognition and Instruction</td>
<td></td>
</tr>
<tr>
<td>FND504</td>
<td>History and Philosophy of Education</td>
<td></td>
</tr>
<tr>
<td>SPE500</td>
<td>Introduction to Exceptional Children and Adolescents/Special Education</td>
<td></td>
</tr>
</tbody>
</table>

*C Meets requirements of the Illinois State Board of Education for “Introduction to Public Health Nursing” and/or “Introduction to Community Health Problems.”

**This ten-week, four semester hour internship in school nursing is supervised by a certified, experienced school nurse; CIN560 is taken with the internship.

Candidates must complete certification requirements within a six year period.

Degree Requirements:

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on page 229.

Concentration Coursework:

CIN508, CIN560, CIN590, as described above under the School Nurse Certification requirements.

Any courses taken at the graduate level to meet the School Nurse Certification requirements described above may be used as electives in the School Nurse Concentration. Additional electives may be selected with approval of an advisor.

C&E: Science Education Concentration

The Science Education Concentration is designed for certified teachers and other educators who are seeking further enrichment, expertise, and confidence in their science content understanding, new learning experiences to fuel their enthusiasm and passion for science and science teaching, and unique opportunities to experiment with, refine, and reflect upon new methodologies and practices to engage children in learning science. This concentration is ideal for those interested in enhancing their science teaching and learning skills, strengthening their knowledge of scientific content, deepening their understanding of science as a discipline of inquiry, expanding their palette of valuable resources, preparing for leadership positions in the field of science education, and realizing their professional vision of exemplary practice. Additional information regarding this concentration is available at www3.nl.edu/academics/nce/programs/curricinst/SCIENCE.cfm

Degree Requirements include:

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on page 229.

Concentration Coursework:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCE512</td>
<td>Biological Sciences for Teachers</td>
<td></td>
</tr>
<tr>
<td>SCE510</td>
<td>Physics for Teachers</td>
<td></td>
</tr>
<tr>
<td>SCE511</td>
<td>Earth Science for Teachers</td>
<td></td>
</tr>
<tr>
<td>SCE520</td>
<td>Applied Chemistry for Teachers</td>
<td></td>
</tr>
<tr>
<td>SCE521</td>
<td>Astronomy for Teachers</td>
<td></td>
</tr>
<tr>
<td>SCE525</td>
<td>Learning Science Using Informal Sites</td>
<td></td>
</tr>
<tr>
<td>SCE504</td>
<td>Teaching for Conceptual Development In Science</td>
<td></td>
</tr>
<tr>
<td>SCE594</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>SCE593</td>
<td>Seminar in Science Education</td>
<td></td>
</tr>
</tbody>
</table>

This coursework is appropriate for teachers interested in obtaining the State of Illinois middle school science endorsement; additional endorsement coursework may be required.
C&I: Social Studies Concentration

Students consult with their academic advisor to select courses in Social Studies Education.

Degree Requirements include:

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on page 229.

Concentration Coursework:

Electives as approved by an academic advisor.

C&I: Teaching for Conceptual Integration Concentration

This unique concentration focuses on how student learning can be enhanced when a teacher uses instructional methods to help students integrate concepts and processes from several subject areas of the curriculum. Intended for teachers who teach multiple subjects to the same group of students in grades K-6, the program helps teachers: examine curricular activities and units that exemplify the power of integrating concepts and processes across subject areas; explore the creation of such activities and units; become knowledgeable about principles of designing and modifying curricular materials to promote conceptual integration for all students; develop understanding of and competence in instructional methods that foster conceptual integration; and develop conceptual understanding of Reading/Language Arts, Social Studies, Mathematics, and Science by deliberately integrating them two at a time.

Detailed information is available at www3.nl.edu/academics/nce/programs/curricinst/TCI.cfm

Degree Requirements include:

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on page 229.

Concentration Coursework:

CIT501 Teaching for Conceptual Integration in Reading, Language Arts and Mathematics 3
CIT502 Teaching for Conceptual Integration in Science and Social Studies 3
CIT503 Teaching for Conceptual Integration in Reading, Language Arts and Social Studies 3
CIT504 Teaching for Conceptual Integration in Mathematics and Science 3
CIT505 Teaching for Conceptual Integration in Reading, Language Arts and Science 3
CIT506 Teaching for Conceptual Integration in Mathematics and Social Studies 3

Early Childhood Education

National College of Education offers programs in Early Childhood Education designed to prepare students for a variety of roles working with children and their families. Several different degree programs are available to meet the needs of students with diverse educational backgrounds, interests, and career aspirations.

The primary mission of the Early Childhood Education Department is to provide educational experiences that prepare individuals to become early childhood professionals who support and improve the quality of programs and services for young children, their families, and the community in which they live. The department is also committed to advancing the research and knowledge base of the early childhood field, improving the professional status of early childhood practitioners, increasing the public’s awareness of important early childhood issues, and promoting exemplary early childhood practices.

Early Childhood Administration (M.Ed. and C.A.S.)

The Early Childhood Administration (ECA) degree program is designed for current and aspiring leaders of center-based early childhood programs. The program is also appropriate for other early childhood professionals such as preschool owners, Head Start component coordinators, and consultants who work with early childhood programs.

The ECA curriculum provides students with a review and higher level understanding of child development, early childhood curriculum, discipline and guidance, family systems, assessment, social and cultural diversity, and professional ethics. ECA candidates are challenged to adopt a broader systems view of early childhood and to understand the delicate interplay between individual programs and their external environments. The ECA sequence entails requisite coursework related to staff management and human relations, educational programming, legal and fiscal management, marketing and public relations, facilities management, technology, and leadership and advocacy.

The Masters in Education (M.Ed.) is designed for students who have a baccalaureate degree. The Certificate of Advanced Studies (C.A.S.) is designed for students who already have a master’s degree in education. Students admitted into the Early Childhood Administration Program will have the opportunity to work toward attainment of the Level III Credential while fulfilling the requirements for their graduate degree.

The ECA program is offered in two delivery models: the course-by-course model is designed especially for administrators of center-based early childhood programs in Illinois, and the cohort model makes the ECA degree accessible.
by students living around the globe. In either model, students attend a limited number of residencies in the Chicago area at critical mileposts along the degree sequence. Through online coursework, students stay connected with each other and with early childhood leaders from around the world.

The ECA Course-by-Course Model

The ECA course-by-course model is designed especially for students currently working as administrators of center-based early childhood programs in Illinois. The course-by-course model is highly flexible. Students can select from a number of electives that best meet their learning goals. Some pursue the degree on a full-time basis and finish in as little as two years while others take a more relaxed pace and complete the requirements over six years. New students may enter the program at the beginning of any term.

As part of the ECA graduate degree program, students participate in Taking Charge of Change; a two-course sequence (ECE525, EPS526) that includes a six-day summer institute and follow-up retreats. Other required courses are offered online.

M.Ed. Core Requirements (9 SH)

- EPS500A Contemporary Survey of Child Development with a Focus on Early Childhood 3
- ESR505 Educational Inquiry and Assessment 3
- FND503 Historical & Philosophical Foundations of Early Childhood Education 3

C.A.S. Core Requirements (3 SH)

- EDL546 Perspectives on and Administration of Educational Policies 3

M.Ed.; C.A.S. Program Requirements (18 SH)

- ECE510 Child, Family and Community 3
- ECE512 Early Childhood Curriculum 2
- ECE515 Financial & Legal Aspects of Child Care Administration 3
- ECE525 Strategies for Supervision and Staff Development 3
- ECE534 Technology in Child Care Administration I 2
- ECE538 The Early Childhood Administrator: Individual and Organizational Perspectives 2
- EPS526 Organizational Theory, Group Dynamics, & Leadership Applications 3

Program Electives (Choose 7 SH for M.Ed. and 9 SH for C.A.S. from courses and workshops below in consultation with an ECA advisor)

- ECE532 Advocating for Children with Special Needs 2
- ECE535 Technology in Child Care Administration II 2
- ECE536 The Director as Child Care Advocate 2
- ECE540 Grantwriting and Fundraising for Early Childhood Programs 2
- ECE542 Public Relations and Marketing of Early Childhood Programs 2
- ECE544 Early Childhood Environments: Design & Facilities Management 1-2
- ECE545 Strategies for Effective Coaching and Mentoring 2
- ECE546 Presentation Skills for Early Childhood Leaders 2

Workshops (a maximum of 6 SH will be allowed in fulfilling degree requirements)

- ECE582C Early Childhood Program Evaluation 2-3
- ECE582D The Administration of School-Age Child Care Programs 2
- ECE582E Implementing a Family-Responsive Program 2
- ECE582F The New Director 2-3
- ECE582G Writing and Editing for Effective Communication 1
- ECE582H The Art of Leadership: A World View 2
- ECE582I Leadership Connections 2
- ECE582J The Administration of Infant/Toddler Programs 2
- ECE585R The Reggio Emilia Approach 1-3

M.Ed. Total Minimum Hours for Degree 34
C.A.S. Total Minimum Hours for Degree 30

The Early Childhood Administration Cohort Model

The Early Childhood Administration cohort model makes the ECA degree accessible by students living around the globe. The 24-month sequence is comprised of six academic terms, each lasting approximately 15 weeks. The sequence begins with a weeklong on-campus residency at which students become acquainted and form a learning community. During the convening residency, students start the coursework sequence and receive a technology orientation to guide them as online learners.

Convening residences take place each year in early summer and two annual follow-up residencies are held in May at the midpoint and culmination of the program sequence. All other coursework is conducted online and is accessible by the Internet. Courses are sequenced to build on one another and the cohort group serves as a strong support network for each member.

Term I (6 SH) includes weeklong Convening residency in June

- ECE525 Strategies for Supervision and Staff Development 3
- EPS526 Organizational Theory, Group Dynamics, & Leadership Applications 3
Term II (6 SH)
ECE534 Technology in Child Care Administration I 2
ECE582G Writing & Editing for Effective Communication 1
EPSS00A Contemporary Survey of Child Development with a Focus on Early Childhood 3

Term III (6 SH) includes weeklong Connecting residency in May
ECE510 Child, Family & Community 3
FND503 Historical & Philosophical Foundations of Early Childhood Education 2

Term IV (4 SH)
ECE512 Early Childhood Curriculum 2
ECE544 Early Childhood Environments: Design & Facilities Management 2

Term V (7 SH)
ECE515 Financial and Legal Aspects of Child Care Management 3
ECE542 Public Relations and Marketing of Early Childhood Programs 2
ECE540 Grantwriting and Fundraising for Early Childhood Programs 2

Term VI (5 SH) includes 4-day Culminating residency in May
ESR505 Educational Inquiry & Assessment 3
ECE538 The Early Childhood Administrator: Individual and Organizational Perspectives 2

Total 34 SH

Notes for C.A.S. students:
1This course is waived for ECA students pursuing a Certificate of Advanced Study (C.A.S.).
2In lieu of this course, C.A.S. students will take a 1 semester hour independent study in consultation with an advisor.
3In lieu of this course, C.A.S. students will take EDL546: Perspectives on and Administration of Educational Policies.
4For students enrolled in the cohort model, the C.A.S. degree is a 31 semester hours program.

Early Childhood Education Programs (M.A.T, C.A.S., M. Ed.)

The Early Childhood Education programs provide comprehensive courses of study in core child development knowledge, classroom practices, and foundational philosophies of teaching and learning for typical and atypical children from birth to age eight. Students may select among three degree programs: the Master of Arts in Teaching (M.A.T.) in Early Childhood Education program, the Certificate of Advanced Study (C.A.S.) in Early Childhood Education program, or the Master of Education (M.Ed.) in Early Childhood Education program.

The Master of Arts in Teaching (M.A.T.) and Certificate of Advanced Study (C.A.S.) graduate programs lead to initial State of Illinois Type 04 certification. The M.A.T. is designed for students who have a baccalaureate degree and seek initial certification, and the C.A.S. is designed for students who hold a master’s degree and seek initial certification. Students who choose the M.Ed. in Early Childhood Education program typically seek a graduate program that will enhance competence and deepen their understanding of the practice of early childhood education, within an already existing teaching career. The M.Ed. is designed for students who have a baccalaureate degree and do not seek additional certification.

The goal of the Early Childhood Education programs is to provide future and current early childhood teachers and caregivers with a learning environment that promotes the development of exemplary early childhood classroom practices. Through reflective practice and study of current research perspectives on teaching and learning, students grow in understanding of child development, curriculum development and implementation, family and community relationships, modification of practice for atypical children, social and cultural diversity, assessment, evaluation, professionalism, and ethics.

Early Childhood Education (M.A.T., C.A.S.)

The Master of Arts in Teaching (M.A.T.) leads to early childhood certification by entitlement. This entitlement program is an approved program of the Illinois State Board of Education for students seeking an Early Childhood Type 04 Certificate. The M.A.T. degree provides students with a comprehensive background for working with younger children, birth through eight years of age, in a variety of settings.

Students seeking their first certification enroll in the M.A.T. degree program. Enrollees in this program must complete 100 hours of pre-clinical experiences and student teaching in pre-primary and primary settings. Most of the preclinical hours are distributed among professional courses.

The Certificate of Advanced Study (C.A.S.) may be selected by the professional who has a master’s degree and who wishes to obtain an Early Childhood Type 04 Certificate. The 100 pre-clinical hours and student teaching are also required for this program.

Master of Education in Early Childhood Education (M. Ed.)

The Master of Education in Early Childhood Education is an advanced noncertification program designed for those students who hold state certification and want to expand their skills and knowledge. This option is also designed for early childhood professionals who wish to increase their level of understanding of the practice of early childhood education within an existing career.
Early Childhood Education (M.A.T.)
(For those who hold no previous teaching certificate)

Semester Hours

Core Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS500A*</td>
<td>Contemporary Survey of Child Development with a Focus on Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ESR514</td>
<td>Research in Action: Becoming Practitioner Researchers</td>
<td>3</td>
</tr>
<tr>
<td>FND503*</td>
<td>Historical and Philosophical Foundations of Early Childhood Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE501*</td>
<td>Instructional Methods/Primary/Language Arts, Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>ECE502*</td>
<td>Early Childhood Preclinical Experiences</td>
<td>2</td>
</tr>
<tr>
<td>ECE505*</td>
<td>Instructional Methods/Pre-primary/Language Arts, Art, Music, and Movement</td>
<td>2</td>
</tr>
<tr>
<td>ECE506*</td>
<td>Instructional Methods/Pre-primary/Mathematics and Science</td>
<td>2</td>
</tr>
<tr>
<td>ECE510*</td>
<td>Child, Family and Community</td>
<td>3</td>
</tr>
<tr>
<td>ECE520</td>
<td>Speech and Language Development in Early Childhood</td>
<td>2</td>
</tr>
<tr>
<td>ECE550*</td>
<td>Early Childhood Education Practicum</td>
<td>2</td>
</tr>
<tr>
<td>ECE580</td>
<td>Early Childhood Practicum</td>
<td>2</td>
</tr>
<tr>
<td>ESR514</td>
<td>Research in Action: Becoming Practitioner Researchers</td>
<td>3</td>
</tr>
<tr>
<td>FND503*</td>
<td>Historical and Philosophical Foundations of Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>MHE482*</td>
<td>Instructional Methods/Primary/Mathematics and Science</td>
<td>2</td>
</tr>
<tr>
<td>RSL501*</td>
<td>Methods and Materials for Teaching Beginning Reading</td>
<td>3</td>
</tr>
<tr>
<td>SPE500*</td>
<td>Introduction to Exceptional Children and Adolescents/Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Minimum Hours: 28

ECE590

Total Minimum Hours: 37

*Professional courses needed for Type 04 (birth - age 8) certificate. Individuals must also meet general education requirements.

Early Childhood Education (C.A.S.)

Semester Hours

Degree Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL546</td>
<td>Perspectives on and Administration of Educational Policies</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE501*</td>
<td>Early Childhood Instructional Methods/Primary/Language Arts, Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>ECE502*</td>
<td>Early Childhood Preclinical Experiences</td>
<td>2</td>
</tr>
<tr>
<td>ECE505*</td>
<td>Instructional Methods/Pre-primary/Language Arts, Art, Music, and Movement</td>
<td>2</td>
</tr>
<tr>
<td>ECE506*</td>
<td>Instructional Methods/Pre-primary/Mathematics and Science</td>
<td>2</td>
</tr>
<tr>
<td>ECE510*</td>
<td>Child, Family and Community</td>
<td>3</td>
</tr>
<tr>
<td>ECE520</td>
<td>Speech and Language Development in Early Childhood</td>
<td>2</td>
</tr>
<tr>
<td>ECE550*</td>
<td>Early Childhood Education Practicum</td>
<td>2</td>
</tr>
<tr>
<td>ECE580</td>
<td>Early Childhood Practicum</td>
<td>2</td>
</tr>
<tr>
<td>ESR514</td>
<td>Research in Action: Becoming Practitioner Researchers</td>
<td>3</td>
</tr>
<tr>
<td>FND503*</td>
<td>Historical and Philosophical Foundations of Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>MHE482*</td>
<td>Instructional Methods/Primary/Mathematics and Science</td>
<td>2</td>
</tr>
<tr>
<td>RSL501*</td>
<td>Methods and Materials for Teaching Beginning Reading</td>
<td>3</td>
</tr>
<tr>
<td>SPE500*</td>
<td>Introduction to Exceptional Children and Adolescents/Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Minimum Hours: 37

*Professional courses needed for Type 04 (birth - age 8) certificate. Individuals must also meet general education requirements.

Early Childhood Education Student Teaching Policies

Admission to and continuance in student teaching are contingent on the following:

1. Students must be accepted into the graduate program of National College of Education.
2. Students must file, by the designated deadlines, a formal application for student teaching, using the forms provided.
3. Students must submit to their advisor a report of a TB test taken within 90 days of the student teaching placement and results of criminal background check.
4. Students must turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program.
5. Students must complete all of their certification courses except for ECE590 (Student Teaching).
6. Students must pass the State of Illinois Certification Basic Skills Exam (prior to admission) and must pass the Early Childhood Content Area Exam prior to placement for student teaching.
7. All methods courses must be passed with a grade no lower than a B.
8. College work in residence at National-Louis University must precede enrollment in student teaching.
9. Students must give evidence of emotional stability, adequate personality adjustment and competency as indicated by their pre-clinical journal and certification course work.
Master of Education in Early Childhood Education (M.Ed.)

Semester Hours

Degree Core Requirements 8

M.Ed. Core Courses

EPSS41 Cognition and Instruction 2
ESR505 Educational Inquiry and Assessment 3
FND511 Social and Cultural Politics of Education: Personal and Contextual Perspectives 3

Program Requirements 18

CIL531 Cross Cultural Education 3
ECE512 Early Childhood Curriculum 2
ECE530 Children’s Play 2
ECE532 Advocating for Children with Special Needs 2
ECE593 Seminar: Early Childhood Education 2
EPSS56 Diagnosis and Evaluation of the Preschool Child 2
RLL533 Introduction to Linguistics: Language and Literacy 2
MHE503 Issues and Directions in Mathematics 3

Electives 6

(Electives will be chosen by the student with approval of the student’s advisor.)

Total Minimum Hours 32

Early Childhood Practicing Professional Program (Type 04 Certification, Graduate, Non-Degree)

The Early Childhood Practicing Professional (ECPP) Program (Type 04 Certification, Graduate, Non-Degree) is designed to assist individuals who are practicing professionals employed by preschools or childcare centers to earn Type 04 certification. The ECPP program provides eligible candidates with a non-degree route to certification.

Admission Requirements:

- Completed application
- For undergraduate students, full-time status is 12 quarter hours. Half-time is 6 quarter hours.
- Three professional or academic references
- Written statement
- Bachelor’s Degree from a regionally-accredited institution in early childhood education or a closely-related field
- Minimum of three academic years of successful experience as a lead teacher, assistant teacher or program administrator (e.g. program director, owner, or education coordinator) serving children aged birth to eight within the five years prior to enrollment in ECPP, verified in writing through a required resume
- Passing scores on the Illinois Test of Basic Skills not older than 5 years
- Miller Analogies test score
- Faculty Review (interview may be required)

Candidates must be admitted to the ECPP program and be enrolled in a minimum of four semester hours to be eligible to receive financial aid.

Early Childhood Practicing Professional (ECPP) Program (Type 04 Certification, Graduate, Non-Degree)

Experienced early childhood teachers who hold a bachelor’s degree from a regionally-accredited institution but have no teaching certificate may earn certification in early childhood education through this standards-based sequence. Candidates must submit an application for admission to National College of Education, must have achieved a passing score on the Illinois Test of Basic Skills, and must participate in an interview with Early Childhood Education faculty.

Eligible candidates begin by completing ECE567 which includes the development of a college-approved electronic portfolio as an assessment of the extent to which they have met the state standards for early childhood certification. The portfolio will be reviewed by a faculty team and additional requirements for the certificate will be determined. Candidates then meet with an advisor from early childhood to plan a personalized program. At the conclusion of this personalized program, candidates complete a practicum experience, ECE568, with the minimum number of hours required as 3SH, and the maximum as 6SH. Hours are determined by a faculty advisor, 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.

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 567</td>
<td>Portfolio Development for Practicing Professionals</td>
<td>4SH</td>
</tr>
<tr>
<td>ECE 568</td>
<td>Practicum for Practicing Professionals</td>
<td>3-6SH</td>
</tr>
</tbody>
</table>

If additional courses are required for complete certification standards, these are determined in collaboration with an advisor.
Early Childhood Education Subsequent Certification (non degree program)

Teachers who hold an Illinois teaching certificate in elementary education, secondary education, or special education may add certification in early childhood education through this standards-based sequence. Teachers who hold only a teaching certificate from another state or who hold only a temporary, substitute, or other specialized teaching certificate are not eligible for this program. Candidates for subsequent certification must be admitted to the graduate program for the certificate being sought.

Eligible candidates begin by completing ECE569 which includes the development of a college-approved electronic portfolio as a self-assessment of the extent to which they have met the state standards for early childhood certification. The portfolio will be reviewed by a faculty team from the new certification area and additional requirements for the certificate will be determined. Candidates then meet with an advisor from early childhood to plan a personalized program. At the conclusion of this personalized program, candidates complete a practicum experience, ECE575, the extent of which is determined by the faculty team, taking into account candidates' previous experience and state standards. At the conclusion of the practicum, candidates may apply for state certification in early childhood education.

Courses:

ECE569 Portfolio Development for Subsequent Certificates 4 SH

Courses selected in collaboration with an advisor to complete certification standards (courses and semester hours to be determined)

ECE575 Subsequent Certificate Program Practicum 3-6 SH

Educational Leadership Administration and Supervision Program (M.Ed. and C.A.S.)

The program in administration and supervision is designed to prepare fully certified and experienced teachers for educational administration and supervision. This sequence of courses qualifies the student for the State of Illinois general administrative and general supervisory certifications (Type 75).

Students electing the administration and supervision program must be admitted to the Master of Education degree or Certificate of Advanced Study program. The Master of Education degree in Administration and Supervision requires a minimum of 36 semester hours. The Certificate of Advanced Study program requires a minimum of 36 semester hours. Additional hours may be required for students with deficiencies or upon recommendation of the student’s advisor.

Those students concentrating in special education who take courses to qualify for the Director of Special Education Certificate must obtain the general administrative certification. The program should be cooperatively arranged by the student’s special education advisor and the advisor in the Educational Leadership department.

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>M.Ed.</th>
<th>C.A.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL501 Educational Finance</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDL502 Educational Law and Governance</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDL504 School and Community Relations</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDL506 Collective Negotiations and Personnel Administration</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDL510 Administration and Organizational Development of Schools</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDL512 Communication Skills for School Leaders</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDL546 Perspectives on and Administration of Educational Policies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDL551 System and Staff Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDL552 Administration of Curriculum</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDL553 Supervising Instruction</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDL554 System and Staff Evaluation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ESR508 Research for School Leaders</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Hours 36 36

State of Illinois Certification Requirements

The general administrative certification is required for the position of assistant principal or principal, assistant or associate superintendent, and related or similar positions. Although the sequences were developed in consultation with the Illinois State Board of Education and in reference to certification requirements, prospective students are encouraged to discuss programs leading to certification with a member of the graduate faculty. Individuals seeking general administrative certification in Illinois must have two years teaching or school personnel experience. In the State of Wisconsin this sequence of courses qualified the student for the endorsement of the Type 51 license (K-12 principalship) and the endorsement of the Type 10 license (Director of Instruction). By taking one additional course (SPE561 Supervision of Programs for Exceptional Children and Adolescents) the student also qualified for the endorsement of the Type 80 license (Director of Pupil Services/Special Education). The State of Wisconsin requires three years school personnel or teaching experience to gain the Type 51, Type 10 or Type 80 licensure. In order for National College of Education to approve a program for certification, a minimum of six courses within one of the certification programs must be taken on a resident campus.
General Administrative Endorsement

**Instructional Leadership** 12 SH
- EDL551 System and Staff Development 3
- EDL552 Administration of Curriculum 3
- EDL553 Supervising Instruction 3
- EDL554 System and Staff Evaluation 3

**Management of Public Schools** 12 SH
- EDL501 Educational Finance 3
- EDL502 Educational Law and Governance 3
- EDL506 Collective Negotiations and Personnel Administration 3
- EDL512 Communication Skills for School Leaders 3

**Schools and Public Policy** 4-6 SH
- EDL504 School-Community Relations 3
- EDL510 Administration and Organizational Development of Schools 3

### Educational Specialist Degree (Ed.S.) with Superintendent Endorsement

The Educational Specialist degree in Administration and Supervision is designed to prepare individuals to serve in executive school leadership roles in the areas of administration, supervision, and curriculum. Tomorrow’s school leaders must blend the art, science, and craft dimensions of administration to be truly successful instructional leaders. By combining course work and internship experiences, the program integrates theory, research, and practice into a cohesive course of study for educational leaders.

#### Entrance Requirements

Requirements for admission into the Educational Specialist degree program with Superintendent Endorsement are:

1. Two years of successful school supervisory or administrative experience, as documented in a statement from someone under contract as an administrator in the applicant’s school district.
2. Graduate Record Examination scores taken within the prior five years. (General Aptitude Section)
3. Four letters of recommendation from individuals who confirm the candidate’s potential as a central office administrator.
4. Official undergraduate and graduate transcripts.

#### Program Requirements 30 SH

- EDL601 School Financial Management 3
- EDL602 Leadership and Management Strategies 3
- EDL603 Educational Planning and Decision-Making 3
- EDL604 Administrative Issues for Pluralistic Schools 3
- EDL620 School Leadership: Policies and Politics 3
- EDL622 Curriculum Planning Organization and Evaluation 3
- EDL624 Professional Development and School Change 3
- EDL690 Educational Leadership Internship 6
- EDL693 Educational Leadership Seminar 3

#### Internship

The Educational Leadership Specialist internship is designed for selected individuals whose education and experience allow them to develop professionally through the application of theory and research to administrative practice. Interns are placed in cooperating public school systems to test and refine the wide range of personal and professional competencies associated with effectiveness in district level administrative positions.

The intern’s responsibilities are defined by the cooperating district, the intern, and the program advisor. Participative and collaborative processes guide the intern’s interactions within the entire school community. The intern experience is concerned with planning, policy development, decision-making and resource allocation, program evaluation and improvements, community relations, staff relations, and board relations including the politics of governance and operations.

The internship is an ongoing activity taken during/upon completion of all course requirements for the Educational Leadership Specialist Degree. The internship is offered under three different options giving the intern an opportunity to select the option that best fits the intern’s personal and professional needs. A minimum of 800 clock hours of service in the cooperating district is required under each option. The options are:

A. A full-time internship for one academic year with a stipend paid by the cooperating district. This is the preferred option of the Educational Leadership Department.

B. A part-time internship for one year with one half of the intern’s time reserved for personal and professional commitments and the other half reserved for service in the cooperating district, which provides a partial stipend.

C. An extended internship spanning two academic years. This option obligates the intern to work at times that minimize conflicts with personal and professional commitments but allow completion of special administrative projects assigned by the cooperating district.

#### Time Limit and Retention Policies

The Educational Specialist degree must be completed within a six-year time limit. Students receiving two C’s or lower in any of the program courses are dropped from the program. The student’s advisor is responsible for monitoring academic progress.
Exit Requirements

1. Satisfactory completion of course work necessary to meet the Educational Leadership Department’s requirements for the Type 75 General Administrative and General Supervisory Certificate.
2. Satisfactory completion of all required and elective courses in the Educational Specialist program.
3. Satisfactory completion of the internship.

Educational Psychology

The Educational Psychology programs in Human Learning and Development and School Psychology are designed to help students integrate theory, research and practice in psychology and education. The programs focus on better understanding the nature of individuals’ learning and the conditions and contexts that maximize learning and development. Students take course work designed to examine psychological theories and research and engage in experiences that bridge theory, research and practice in learning environments.

The Educational Psychology programs offer course work leading to the Master of Education degree (M.Ed.), the Master of Science in Education degree (M.S.Ed.), the Educational Specialist degree (Ed.S.), and the Doctor of Education degree (Ed.D.). The Educational Psychology programs also offer studies in school psychology and sponsor a program for practicing school psychologists and educators leading toward the Certificate of Advanced Study (C.A.S.). The nationally accredited School Psychology Certification program, described below, leads to credentialing as a School Psychologist in Illinois and eligibility to become a Nationally Certified School Psychologist (NCSP). The C.A.S. program is also offered for Professional School Psychologists and Educators.

Educational Psychology/Human Learning and Development (M.Ed. and M.S.Ed.)

The M.Ed. and the M.S.Ed. programs in Educational Psychology/Human Learning and Development are applicable for practicing teachers interested in advanced graduate studies in psychology for the purpose of applying knowledge from psychology to their classroom practices. The program core provides students the opportunity to critically examine theory and research in human learning and development, and explore the interrelationship among theory, research and practice as it applies to classroom teaching and learning. Beyond the core requirements, students take electives designed to meet their own learning goals.

Entrance Requirements

Students must submit the following:

1. Completed application and non-refundable application fee
2. Scores from the Graduate Record Examination taken within the last five years
3. Three letters of recommendation (one must be from a faculty member)
4. Official undergraduate and graduate transcripts from every institution ever attended

Application files will not be reviewed until they are complete. Completed application files are reviewed by faculty two times per year: January 15th and April 15th.

Please see this catalog (page 242) for provisions regarding retention policies for M.Ed. and M.S.Ed. students.

Program Requirements

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>M.Ed.</th>
<th>M.S.Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed. Core Courses</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>EPS511 Human Learning and Development in Instructional Contexts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EPS541 Cognition and Instruction</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ESR502 Research Analysis Methods for Educational Psychologists</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ESR503 Applied Research Methods for Educational Psychologists</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>FND510 Social Justice Perspectives on the History and Philosophy of United States (USA) Education</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S.Ed. Core Courses</td>
</tr>
<tr>
<td>EPS511 Human Learning and Development in Instructional Contexts</td>
</tr>
<tr>
<td>EPS541 Cognition and Instruction</td>
</tr>
<tr>
<td>ESR502 Research Analysis Methods for Educational Psychologists</td>
</tr>
<tr>
<td>ESR503 Applied Research Methods for Educational Psychologists</td>
</tr>
<tr>
<td>FND510 Social Justice Perspectives on the History and Philosophy of United States (USA) Education</td>
</tr>
<tr>
<td>EPS599 Thesis</td>
</tr>
</tbody>
</table>
Psychology program’s requirements if they are equivalent in
may approve prior course work as meeting the School
Psychology program coordinator evaluates their transcripts and
required for School Psychology certification. The School
not complete their master’s level studies in the NLU School
They may apply directly to the Ed.S. degree. Students who did
have completed a master’s degree in education, psychology or
related fields do not need to complete the NLU M.Ed. degree.
(M.Ed.) and School Psychology (Ed.S.) programs. Students who
have completed a master’s degree in education, psychology or
a related field do not need to complete the NLU M.Ed. degree.
They may apply directly to the Ed.S. degree. Students who did
not complete their master’s level studies in the NLU School
Psychology program will need to have completed all courses
required for School Psychology certification. The School
Psychology program coordinator evaluates their transcripts and
may approve prior course work as meeting the School
Psychology program’s requirements if they are equivalent in
content and if they have been taken within five years of
admission. Exception to this may be granted if the individual has
taken courses more than five years prior to admission, but has
maintained his or her knowledge in the content area through
on-going work. In most instances, undergraduate level courses
will not be accepted as meeting the School Psychology
program requirement.

All students must complete an applied research project as
part of the School Psychology certification program.

After admission to the School Psychology certification
program, students meet with an advisor to complete the School
Psychology Certification Requirements form and the Graduate
Study Plan. Both the School Psychology Certification
Requirements form and the Graduate Study Plan must be
signed by the student, the student’s advisor, and the
Coordinator of the school psychology program. Waivers and
substitutions for required School Psychology certification
program courses must be approved by the coordinator of the
School Psychology program. Students work closely with their
advisors in planning their program to assure that it meets both
degree and School Psychology certification requirements.

School Psychology Certification
Program

The nationally accredited School Psychology Certification
program, described below, leads to credentialing as a School
Psychologist in Illinois and eligibility to earn the N.C.S.P.
credential upon successfully completing the program and
passing the national exam.

The professional training program in school psychology
subscribes to the scientist-practitioner model and prepares
individuals to engage in a broad range of activities as
psychologists in schools and other educational settings.

Students may enroll in the school psychology certification
program at the predoctoral or the doctoral level. Students in
both the predoctoral and the doctoral levels must apply to the
School Psychology certification program and complete all
School Psychology (Type 73) certification requirements to be
eligible for the state of Illinois School Psychology certification.

Students who complete the course work to fulfill
requirements for the Type 73 School Psychology certification
will also fulfill the requirements for the M.Ed. in Educational
Psychology and the Ed.S. in School Psychology. Students who
have completed a B.A. or B.S. degree in psychology, education
or related fields apply to both the Educational Psychology
(M.Ed.) and School Psychology (Ed.S.) programs. Students who
have completed a master’s degree in education, psychology or
a related field do not need to complete the NLU M.Ed. degree.
They may apply directly to the Ed.S. degree. Students who did
not complete their master’s level studies in the NLU School
Psychology program will need to have completed all courses
required for School Psychology certification. The School
Psychology program coordinator evaluates their transcripts and
may approve prior course work as meeting the School
Psychology program’s requirements if they are equivalent in

Electives

M.Ed. students 6
M.S.Ed. students 4

Total Minimum Hours
M.Ed. 34
M.S.Ed. 38

School Psychology Certification
Program

The nationally accredited School Psychology Certification
program, described below, leads to credentialing as a School
Psychologist in Illinois and eligibility to earn the N.C.S.P.
credential upon successfully completing the program and
passing the national exam.

The professional training program in school psychology
subscribes to the scientist-practitioner model and prepares
individuals to engage in a broad range of activities as
psychologists in schools and other educational settings.

Students may enroll in the school psychology certification
program at the predoctoral or the doctoral level. Students in
both the predoctoral and the doctoral levels must apply to the
School Psychology certification program and complete all
School Psychology (Type 73) certification requirements to be
eligible for the state of Illinois School Psychology certification.

Students who complete the course work to fulfill
requirements for the Type 73 School Psychology certification
will also fulfill the requirements for the M.Ed. in Educational
Psychology and the Ed.S. in School Psychology. Students who
have completed a B.A. or B.S. degree in psychology, education
or related fields apply to both the Educational Psychology
(M.Ed.) and School Psychology (Ed.S.) programs. Students who
have completed a master’s degree in education, psychology or
a related field do not need to complete the NLU M.Ed. degree.
They may apply directly to the Ed.S. degree. Students who did
not complete their master’s level studies in the NLU School
Psychology program will need to have completed all courses
required for School Psychology certification. The School
Psychology program coordinator evaluates their transcripts and
may approve prior course work as meeting the School
Psychology program’s requirements if they are equivalent in

Educational Psychology/Human Learning and Development
Program Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSS03</td>
<td>Neuropsychology of Behavior and Learning</td>
</tr>
<tr>
<td>EPSS07</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>EPSS17</td>
<td>Theory and Research in Social Psychology</td>
</tr>
<tr>
<td>EPSS30</td>
<td>Cognitive-Behavioral Interventions in Schools</td>
</tr>
<tr>
<td>EPSS47</td>
<td>Advanced Human Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>M.Ed.</th>
<th>M.S.Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS503</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EPS507</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EPS517</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EPSS39</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EPSS50</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EPSS530</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EPSS517</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Minimum Hours</th>
<th>M.Ed.</th>
<th>M.S.Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>34</td>
<td>38</td>
</tr>
</tbody>
</table>
Retention Policies

Students who receive two or more "C" or lower grades will be dropped from the program. Students may appeal such decisions to the Graduate Admission and Retention Council. All Practica, Internships, and courses in the areas of Prevention/Intervention and Professional Practices must be passed with a grade of "B" or better.

School Psychology Certification Requirements

The * indicates the courses for the M.Ed. in Educational Psychology degree. The remaining courses will apply to the Ed.S. in School Psychology degree. Students must be accepted into the Ed.S. degree before enrolling in the Ed.S. program in Educational Psychology.

Prerequisites: Human Development undergraduate course with a grade of B

<table>
<thead>
<tr>
<th>Psychological Foundations</th>
<th>15 SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>*EPS503</td>
<td>3</td>
</tr>
<tr>
<td>Neuropsychology of Behavior and Learning</td>
<td></td>
</tr>
<tr>
<td>*EPS507</td>
<td>3</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>*EPS517</td>
<td>3</td>
</tr>
<tr>
<td>Theory and Research in Social Psychology and Personality</td>
<td></td>
</tr>
<tr>
<td>*EPS541</td>
<td>3</td>
</tr>
<tr>
<td>Cognition and Instruction</td>
<td></td>
</tr>
<tr>
<td>EPD647</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Human Development</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Foundations</th>
<th>8-9 SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>*FND510</td>
<td>3</td>
</tr>
<tr>
<td>Social Justice Perspectives on the History and Philosophy of United States (USA) Education</td>
<td></td>
</tr>
<tr>
<td>SPE500</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Exceptional Children and Adolescents/Special Education</td>
<td></td>
</tr>
<tr>
<td>Methods Course</td>
<td>2-3</td>
</tr>
</tbody>
</table>

Interventions/Problem-Solving | 23 SH |

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS530</td>
<td>2</td>
</tr>
<tr>
<td>Educational Assessment for Problem Solving</td>
<td></td>
</tr>
<tr>
<td>EPS531</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of Personality I</td>
<td></td>
</tr>
<tr>
<td>EPS532A</td>
<td>2</td>
</tr>
<tr>
<td>Assessment of Cognitive Ability I</td>
<td></td>
</tr>
<tr>
<td>EPS532B</td>
<td>2</td>
</tr>
<tr>
<td>Assessment of Cognitive Ability II</td>
<td></td>
</tr>
<tr>
<td>*EPS535</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of Infants and Preschool Children /School Psychology</td>
<td></td>
</tr>
<tr>
<td>*EPS539</td>
<td>2</td>
</tr>
<tr>
<td>Cognitive-Behavioral Intervention in Schools</td>
<td></td>
</tr>
<tr>
<td>EPS543</td>
<td>3</td>
</tr>
<tr>
<td>Mental Health in Schools: Prevention and Intervention I</td>
<td></td>
</tr>
<tr>
<td>EPS544</td>
<td>3</td>
</tr>
<tr>
<td>Mental Health in Schools: Prevention and Intervention II</td>
<td></td>
</tr>
<tr>
<td>EPS561A</td>
<td>2</td>
</tr>
<tr>
<td>Theory and Practice of School-Based Consultation I</td>
<td></td>
</tr>
<tr>
<td>EPS561B</td>
<td>1</td>
</tr>
<tr>
<td>Theory and Practice of School-Based Consultation II</td>
<td></td>
</tr>
</tbody>
</table>

Statistics and Research Methodologies | 4 SH |

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>*ESR502</td>
<td>2</td>
</tr>
<tr>
<td>Research Analysis Methods for Educational Psychologists</td>
<td></td>
</tr>
<tr>
<td>*ESR503</td>
<td>2</td>
</tr>
<tr>
<td>Applied Research Methods for Educational Psychologists</td>
<td></td>
</tr>
</tbody>
</table>

Professional School Psychology, Practice, and Internship | 22 SH |

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>*EPS540</td>
<td>2</td>
</tr>
<tr>
<td>Introductory Seminar in School Psychology</td>
<td></td>
</tr>
<tr>
<td>EPS593</td>
<td>2</td>
</tr>
<tr>
<td>Legal and Professional Issues in School Psychology</td>
<td></td>
</tr>
<tr>
<td>*EPS562A,B,C</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in School Psychology I: Reflective Observation of School Practices</td>
<td></td>
</tr>
<tr>
<td>(1 semester hour each)</td>
<td></td>
</tr>
<tr>
<td>EPS562D,E,F</td>
<td>9</td>
</tr>
<tr>
<td>School Psychology Practicum II: Integrating Clinical and Research Practices</td>
<td></td>
</tr>
<tr>
<td>(3 semester hours each)</td>
<td></td>
</tr>
<tr>
<td>EPS590</td>
<td>6</td>
</tr>
<tr>
<td>Internship in School Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Certificate of Advanced Study in Educational Psychology (C.A.S.)

The Certificate of Advanced Study (C.A.S.) is designed for those students who already possess a graduate degree in Educational Psychology and who are interested in engaging in continued graduate study that will add a new career dimension to their current professional competencies. Examples might include course work in neuropsychology, counseling psychology, or advanced intervention techniques. Students seeking admission to the C.A.S. program must follow the steps in the admission procedures of the Graduate School discussed in another section of the catalog. Application files will not be reviewed until they are complete. Completed application files are reviewed by faculty two times per year: January 15th and April 15th.

Doctor of Education in Educational Psychology (Ed.D.)

Please see pages 266-267 for a description of the doctoral program in Educational Psychology.
Elementary Education

Elementary Education (M.A.T.)

The Master of Arts in Teaching degree in Elementary Education is designed for students with baccalaureate degrees who desire the Illinois Initial Elementary (K-9) teaching certificate. This is considered a basic program, with emphasis on entrance requirements to the profession. Professional study is combined with practical classroom experience. The focus of the program is on the preparation of prospective teachers who will provide learning opportunities for children, with concern for them as human beings and for their unique learning styles. The course work and degree requirements must be met within a six year period.

After having transcripts reviewed for general education requirements, students must meet with a program advisor within thirty days after admission to the graduate school in order to plan their degree program. Any general education deficiencies must be made up prior to taking corresponding methods course work in the M.A.T. program. Students cannot student teach with any remaining general education deficiencies.

In addition to the National-College of Education general admission requirements outlined on pages 223-225, applicants to the Elementary Education (M.A.T.) program must also satisfy the following admission requirements:

1. Miller Analogies test or the General Aptitude Section of the Graduate Record Exam.
3. Grade point average of 3.0 in the last sixty hours of undergraduate coursework. GPA’s between 2.5 and 2.99 will be considered for admission on an individual basis by the Office of Admissions in consultation with the Elementary Education Department when necessary.

PLEASE NOTE: The M.A.T. Program in Elementary education presented here follows a new format that began Fall 2006. Students admitted to the Master of Arts in Teaching Program in Elementary Education prior to Fall 2006 will follow the study plans developed with their advisors that meet previous program requirements. New and previous program requirements cannot be combined or interchanged.

Traditional M.A.T. Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESR514</td>
<td>Research in Action: Becoming Practitioner Researchers</td>
<td>3</td>
</tr>
<tr>
<td>EPS511</td>
<td>Human Learning and Development in Instructional Contexts</td>
<td>3</td>
</tr>
<tr>
<td>FND510</td>
<td>Social Justice Perspectives on the History and Philosophy of United States (USA) Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE500</td>
<td>Elementary Education Practicum I: Seminar and Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>ELE510</td>
<td>Elementary Education Practicum II: Seminar and Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>SPE500</td>
<td>Introduction to Exceptional Children and Adolescents/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>RLR500</td>
<td>Survey of Reading Methods and Materials K-12</td>
<td>2</td>
</tr>
<tr>
<td>RLL480B</td>
<td>Methods for Teaching Language Arts</td>
<td>2</td>
</tr>
<tr>
<td>MHE480B**</td>
<td>Methods for Teaching Elementary School Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>SCE480B</td>
<td>Methods for Teaching Elementary School Science</td>
<td>2</td>
</tr>
<tr>
<td>CIS480B</td>
<td>Methods for Teaching Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>ELE545</td>
<td>Methods for Teaching Arts Education</td>
<td>1</td>
</tr>
<tr>
<td>ELE547</td>
<td>Methods for Teaching Health and Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>ELE590</td>
<td>Elementary Education: Student Teaching</td>
<td>6</td>
</tr>
</tbody>
</table>

*Only nine hours may be taken before admission to National College of Education’s Graduate School. For initial course selection, choose from these courses.

** Students may not register for MHE 480B until the prerequisites are met: six semester hours of mathematics, college algebra level and above.

Clinical Experiences

The State of Illinois requires a minimum of 100 hours of preclinical experience before student teaching. Elementary Education M.A.T. students begin their preclinical experiences in schools with at least a 35 hour block of participation completed as part of the ELE500 Elementary Education Practicum I: Seminar and Field Experience course. This experience is arranged with the assistance of the Practicum I instructor. An additional 15 hours preclinical experiences are completed in conjunction with SPE500 Introduction to Exceptional Children and Adolescents/Special Education. EPS511 Human Learning and Development in Instructional Contexts and FND510 Social Justice Perspectives on the History and Philosophy of United
States (USA) Education each require 15 hours of preclinical experiences. Another 50 hours of preclinical experiences are completed with the ELE510 Elementary Education Practicum II: Seminar and Field Experience course requirement. During this more advanced practicum experience and the formal student teaching term, students are mentored during visits from a University Supervisor. Each student’s growth as a teacher is encouraged and documented throughout the program through the development of clinical competencies and a Professional Portfolio.

Both the Practicum II and Student Teaching experiences are arranged by the University and require application two terms prior to the start of each experience.

**Criminal Background Checks**

School districts around the State of Illinois are required by law to conduct criminal background checks for all employees and persons working in schools. National College of Education requires that all pre-service students have a fingerprint criminal background check done as part of the application for clinical experiences. For information on how to request a fingerprint background check, please contact the Illinois State Police at (815) 740-5160. Once students receive the criminal background check from the State, they must submit a copy of it with their application for both Practicum II and Student Teaching. The background check is good for one year.

**TB (Mantoux) Test:**

Official results of a TB (Mantoux) Test must be on file with the Clinical Placement Office of the National College of Education prior to both Practicum II and Student Teaching. TB (Mantoux) Test results are valid for a one year period. One test will cover both experiences given that they fall within a one year time frame. A second test will be required ONLY IF the two experiences span more than one year’s time.

**M.A.T. Student Teaching Policies**

See the M.A.T. Student Teaching Handbook at: www.nl.edu/elemed.

**M.A.T Program Policies**

See the M.A.T. Program Handbook at: www.nl.edu/elemed.

---

**Elementary Education Subsequent Certification (non-degree program)**

Teachers who hold an Illinois teaching certificate in early childhood education, secondary education, or special education may add certification in elementary education through this standards-based sequence. Teachers who hold only a teaching certificate from another state or who hold only a temporary, substitute, or other specialized teaching certificate are not eligible for this program. Candidates for subsequent certification must be admitted to the graduate program for the certificate being sought.

Eligible candidates begin by completing ELE569 which includes the development of a college-approved electronic portfolio as a self-assessment of the extent to which they have met the state standards for elementary certification. The portfolio will be reviewed by a faculty team from the new certification area and additional requirements for the certificate will be determined. Candidates then meet with an advisor from elementary education to plan a personalized program. At the conclusion of this personalized program, candidates complete a practicum experience, ELE575, the extent of which is determined by the faculty team, taking into account candidates’ previous experience and state standards. At the conclusion of the practicum, candidates may apply for state certification in elementary education.

**Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE569</td>
<td>Portfolio Development for Subsequent Certificates</td>
<td>4 SH</td>
</tr>
<tr>
<td>ELE575</td>
<td>Subsequent Certification Practicum</td>
<td>3-6 SH</td>
</tr>
</tbody>
</table>

**Additional M.A.T. Program Offerings**

In addition to the Traditional M.A.T. Program in Elementary Education, the Elementary Education Department offers out-of-state and alternative certification programs. These program offerings are listed below. If you are interested in any of these programs, please consult an advisor in the M.A.T program. You will be put in touch with the appropriate program coordinator overseeing these special initiatives.

**M.A.T. Program in Elementary Education-Wisconsin 38SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESR514*</td>
<td>Research in Action: Becoming Practitioner Researchers</td>
<td>3</td>
</tr>
<tr>
<td>EPS511*</td>
<td>Human Learning and Development in Instructional Contexts</td>
<td>3</td>
</tr>
<tr>
<td>FND510*</td>
<td>Social Justice Perspectives on the History and Philosophy of United States (USA) Education</td>
<td>3</td>
</tr>
</tbody>
</table>
### Program Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE500</td>
<td>Elementary Education Practicum I: Seminar and Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>ELE510</td>
<td>Elementary Education Practicum II: Seminar and Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>SPE500</td>
<td>Introduction to Exception Children and Adolescents/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>RLR500</td>
<td>Survey of Reading Methods and Materials K-12</td>
<td>2</td>
</tr>
<tr>
<td>RLL480B</td>
<td>Methods for Teaching Language Arts</td>
<td>2</td>
</tr>
<tr>
<td>MHE480B**</td>
<td>Methods for Teaching Elementary School Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>SCE480B</td>
<td>Methods for Teaching Elementary School Science</td>
<td>2</td>
</tr>
<tr>
<td>CIS480B</td>
<td>Methods for Teaching Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>ELE545</td>
<td>Methods for Teaching Arts Education</td>
<td>1</td>
</tr>
<tr>
<td>ELE547</td>
<td>Methods for Teaching Health and Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>ELE590</td>
<td>Elementary Education: Student Teaching</td>
<td>6</td>
</tr>
<tr>
<td>ELE583E</td>
<td>Workshop/ELE/Contemporary Issues/Wisconsin Indian Issues in Education</td>
<td>1</td>
</tr>
<tr>
<td>ELE583F</td>
<td>Workshop/ELE/Contemporary Issues/Environmental Education in the Classroom</td>
<td>1</td>
</tr>
</tbody>
</table>

*PLEASE NOTE: The M.A.T. Program in Elementary Education-Wisconsin leads to Elementary Teacher Licensure in the State of Wisconsin in addition to a Master of Arts in Teaching (M.A.T.) Degree. This program meets the State of Wisconsin’s requirements for Elementary Teacher 1-6 licensure. 1-9 licensure may be obtained by also completing MLE 500 and MLE 502.

### Alternative Route to Certification (ARC)

The Alternative Route to Certification (ARC) Program provides non-certified teachers, who are currently teaching in elementary schools and seeking an Elementary Education certificate (Type 03), with an opportunity to attain an Illinois Initial Teaching Certificate and a Master of Arts in Teaching degree while continuing to teach in their own classrooms. The cluster (cohort) model inspires a system of support and facilitates community-building among the participants. The program combines professional study with practical classroom experiences.

### Alternative Route to Certification (ARC) Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESR514*</td>
<td>Research in Action: Becoming Practitioner Researchers</td>
<td>3</td>
</tr>
<tr>
<td>EPS511*</td>
<td>Human Learning and Development in Instructional Contexts</td>
<td>2</td>
</tr>
<tr>
<td>FND510*</td>
<td>Social Justice Perspectives on the History and Philosophy of United States (USA) Education</td>
<td>3</td>
</tr>
</tbody>
</table>

### Program Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE500</td>
<td>Introduction to Exception Children and Adolescents/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ELE540</td>
<td>Elementary Methods Across the Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>RLL540</td>
<td>Methods and Materials for Teaching Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>ELE545</td>
<td>Methods for Teaching Arts Education</td>
<td>1</td>
</tr>
<tr>
<td>ELE547</td>
<td>Methods for Teaching Health and Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>ELE593</td>
<td>Elementary Education: Internship for Alternative Route to Certification Candidates</td>
<td>9</td>
</tr>
</tbody>
</table>

Electives (Must be approved by advisor) 4

Please note: The ARC program requirements outlined here will apply to all students admitted during the 2007-2008 academic year.

### Alternative Certification (AC)

The Alternative Certification program is offered only in partnership with a school district. Candidates must meet all admission and general education requirements established for traditional M.A.T. students. Candidates attain an Initial Alternative Teaching Certificate and a Master of Arts in Teaching degree while teaching in elementary classrooms. Candidates are employed as full-time teachers with the partner district while enrolled in this program.

### Alternative Certification (AC) Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESR514*</td>
<td>Research in Action: Becoming Practitioner Researchers</td>
<td>3</td>
</tr>
<tr>
<td>EPS511*</td>
<td>Human Learning and Development in Instructional Contexts</td>
<td>3</td>
</tr>
<tr>
<td>FND510*</td>
<td>Social Justice Perspectives on the History and Philosophy of United States (USA) Education</td>
<td>3</td>
</tr>
</tbody>
</table>

### Program Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE500</td>
<td>Introduction to Exception Children and Adolescents/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ELE540</td>
<td>Elementary Methods Across the Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>RLL540</td>
<td>Methods and Materials for Teaching Reading and Language Arts</td>
<td>3</td>
</tr>
</tbody>
</table>
Interdisciplinary Studies in Curriculum and Instruction (M.Ed.)

Interdisciplinary Studies in Curriculum and Instruction offers an M.Ed. field-based program. This alternative approach to graduate study addresses educational needs that may not be adequately met through traditional programs. The program is especially designed for highly motivated, experienced K-12 teachers who seek professional growth as classroom practitioners, rather than seeking new certification or specialization. This program does not lead to certification. The program offers an integrated, innovative course of study with four main strands: curriculum and instruction, foundations, human development, and research. Classes are held at convenient locations and meet for four hours one night weekly over approximately a two-year period to complete the 26 semester hours of core course requirements, thus allowing professional educators to earn a master’s degree without interrupting their careers. In addition, six semester hours of approved electives need to be completed.

Field-based classes in the M.Ed. program are formed whenever approximately 15 students have formally applied for admission to graduate study and have fulfilled the graduate school admission requirements. The students forming a class are selected from applicants who work or live within a designated geographical area. Students, in conjunction with staff, determine the time and place of class meetings. Once this decision is made, students are guaranteed that all courses will meet and that the program can be completed on schedule.

Every element of this program is designed to connect theory and practice. The program components provide an integrated experience of academic study, classroom application, reflective thinking, classroom research and professional development. Successful completion of the program, which leads to a Master of Education (M.Ed.) degree, requires that students:

- Maintain at least a “B” average in the program course work.
- Apply course content toward systematic reflection and innovation in their own classrooms.
- Prepare a written report regarding the outcomes of a classroom research project.

Program Requirements

| Term I | CIC528 Curriculum and Instruction I: Theories, Foundations, And Contexts 3 |
| Term II | EPS527 Group Theory and Classroom Applications 3 |
| Term II | ESR510 Action Research I: Purposes, Assumptions, and Practice 3 |
| Term III | FND509 Educational Foundations 3 |
| Term III | EPS528 Human Development and Learning 3 |
| Term III | ESR511 Action Research II: Contextualizing and Analyzing 3 |

Program Core Courses 26

Electives 6

IDS on-line

Interdisciplinary Studies in Curriculum and Instruction (IDS) is offering an on-line version of the M.Ed. field-based program. For over 20 years, the IDS field-based program has "gone to where the teachers are." With the expansion of Internet use, the IDS faculty has recently developed a way for their highly interactive program to go into the homes of those teachers who want the flexibility of on-line learning. The new IDS on-line M.Ed. program is essentially the same program as experienced in the field-based, face-to-face version, except it is entirely on-line. Like the IDS field-based program, the IDS online program is designed for highly motivated, experienced, K-12 teachers who...
seek professional growth as classroom practitioners, rather than new certification or specialization. This program does not lead to certification.

The on-line program is taught through a cohort model. The online process is highly interactive and develops a real sense of professional community within the cohort. The online program also supports an emergent curriculum that depends upon the experiences of the students in the cohort, the teachers. The experiences of the students determine the issues and challenges to be worked on in that cohort’s unique version of the program. The unique feature of this IDS on-line delivery system is that it is flexible and adaptable to individual students and to individual cohorts and their instructors. As in the field-based program, cohort instructors and teachers develop their own themes, readings, processes, resources, and activities from week to week rather than follow a pre-ordained syllabus.

The major difference in the IDS online program is that it is scheduled around the quarter system of National-Louis University. This means that cohort groups of about 15 students begin when a university quarter begins, in September, January, April, or June. The 32 semester hour program is designed to cover seven quarters, with 11 courses and no electives. Once the decision on the start of a cohort group is made, students are guaranteed that all courses will meet and that the program can be completed on schedule.

Like the field-based program, every element of the IDS online program is designed to connect theory and practice. The program components provide an integrated experience of academic study, classroom application, reflective thinking, classroom research, and professional development. Successful completion of the program, which leads to a Master of Education (M.Ed.) degree, requires that students:

- maintain at least a "B" average in the program coursework,
- apply course content toward systematic reflection and innovation in their classrooms,
- prepare a report describing the processes and lessons learned from a classroom research project.

**IDS Blended Delivery**

Interdisciplinary Studies in Curriculum and Instruction (IDS) is offering a Blended delivery of the M.Ed. field-based program. The Blended IDS M.Ed. delivers the same program as the field-based, face to face version, but it offers the best of two delivery systems—a field-based, face-to-face M.Ed. experience combined with the convenience and flexibility of half the coursework being online. Like the original IDS field-based program, the IDS Blended delivery is designed for highly motivated, experienced, K-12 teachers who seek professional growth as classroom practitioners, rather than new certification or specialization.

The Blended IDS M.Ed. is taught through a cohort model. The process is interactive in both its face-to-face and online modalities, developing an authentic professional community. Also, the program supports an emergent curriculum that depends upon experiences of teachers who are students in the cohort. Their experiences determine the issues and challenges to be worked on in that cohort’s unique version of the program. As in the field-based program, cohort instructors and teachers develop their own themes, readings, processes, resources, and activities from week to week rather than follow a pre-ordained syllabus.

The desirability of this IDS blended delivery system is in its versatility—it offers the synergy of two dynamic learning modalities—through the face-to-face setting and through technology. What remains consistent throughout the original and blended versions is how the program is adaptable to individual students and to individual cohorts and their instructors.

The major difference in the IDS blended program is that it is scheduled around the quarter system of National-Louis University. This means that cohort groups of 15 or more students begin when a university quarter begins, in September, January, April, or June. The 32 semester hour program is designed to cover seven quarters, with 11 courses and no electives. Once the decision on the start of a cohort group is made, students are guaranteed that all courses will meet and that the program can be completed on schedule.

Every element of the IDS blended delivery is designed to connect theory and practice. The program components provide an integrated experience of academic study, classroom application, reflective thinking, classroom research, and professional development. Successful completion of the program, which leads to a Master of Education (M.Ed.) degree, requires that students:

- maintain at least a "B" average in the program coursework,
- apply course content toward systematic reflection and innovation in their classrooms,
- prepare a report describing the processes and lessons learned from a classroom research project.

**Program Requirements for the IDS Program**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIC528</td>
<td>Curriculum and Instruction I: Theories, Foundations, and Contexts</td>
<td>3</td>
</tr>
<tr>
<td>EPS527</td>
<td>Group Theory and Classroom Applications</td>
<td>3</td>
</tr>
<tr>
<td>ESR510</td>
<td>Action Research I: Purposes, Assumptions, and Practice</td>
<td>3</td>
</tr>
<tr>
<td>FND509</td>
<td>Educational Foundations</td>
<td>3</td>
</tr>
<tr>
<td>EPS528</td>
<td>Human Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>ESR511</td>
<td>Action Research II: Contextualizing and Analyzing</td>
<td>3</td>
</tr>
<tr>
<td>CIC591</td>
<td>Field Study/Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>CIC 529</td>
<td>Curriculum and Instruction II: Analysis and Application</td>
<td>3</td>
</tr>
<tr>
<td>CIL 531</td>
<td>Cross-Cultural Education</td>
<td>3</td>
</tr>
<tr>
<td>ESR591</td>
<td>Action Research III: Interpreting and Sharing</td>
<td>2</td>
</tr>
</tbody>
</table>
Leadership in Curriculum and Teaching (Ed.S.)

The Educational Specialist program, Leadership in Curriculum and Teaching, builds upon master's degree programs in curriculum and instruction and related areas to address leadership by classroom teachers in curriculum and teaching. Teachers play a decisive role in all aspects of school life and their leadership, both formal and informal, is crucial to the success of every innovation, reform, or change in schools. This Ed.S. program is designed to help classroom teachers assume a variety of collegial leadership responsibilities in schools and districts. These teacher leaders do not become school administrators, nor end their roles as classroom teachers. Rather, they provide leadership and expertise as professional educators to their colleagues, schools, and communities in areas of program, curriculum, and staff development in both general areas of curriculum and teaching as well as traditional content fields. In the program, they examine various approaches for making the schooling experiences of students more meaningful, experiential, holistic, reflective, and collaborative. The program leads to an Educational Specialist degree (Ed.S.) but carries no certification or endorsement. Rather, it leads to increased personal involvement in issues and programs in the schools.

The program emphasizes teachers working collaboratively with colleagues. Therefore, most of the program's course work takes place in an intensive, reflective experience with the same group of about 15 colleagues over two years. Opportunities, experiences, issues, and problems of teacher leadership are the substance of group discussion under the guidance of a team of instructors from National-Louis University. To enhance the continuity and clarity of ideas and experiences, the course work is deliberately integrated during three program terms of about eight months each. Six core courses, two per term, along with required internships, define the heart of the Ed.S. program. Through internships the teacher-leaders undertake leadership roles for various tasks and activities in the schools and districts. Ed.S. students are assisted in designing internships each term that are integrated into their course work.

Ed.S. students are also required to complete a limited number of elective (post-masters) courses that enrich their backgrounds. Electives are individual courses that do not necessarily coincide with the course work of the Ed.S. group in the terms of the program.

Program Requirements 33 SH

Term I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS525</td>
<td>Group Dynamics and Leadership Applications</td>
<td>3</td>
</tr>
<tr>
<td>IDS560</td>
<td>Integrated Curriculum I: Philosophical and Theoretical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>IDS590</td>
<td>Internship</td>
<td>1-4</td>
</tr>
<tr>
<td>Term II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDS561</td>
<td>Integrated Curriculum II: Practical and Political Aspects of Implementation</td>
<td>3</td>
</tr>
<tr>
<td>IDS590</td>
<td>Internship</td>
<td>1-4</td>
</tr>
<tr>
<td>ILD601</td>
<td>Culture of the School and Classroom</td>
<td>3</td>
</tr>
<tr>
<td>Term III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDS590</td>
<td>Internship</td>
<td>1-4</td>
</tr>
<tr>
<td>ILD605</td>
<td>Instructional Implications of Staff Development</td>
<td>3</td>
</tr>
<tr>
<td>ILD604</td>
<td>Curriculum Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

A total of nine semester hours of Internship (IDS590) must be successfully completed. Students may register for varying numbers of credits for each term's internship, according to the schedule of their professional obligations and opportunities.

In addition to the six required core courses (18 semester hours) and three internships (9 semester hours), students must also complete six semester hours of electives, approved by their advisor.

Program Core Courses 18
Internship 9
Electives 6

Middle Level Education

Middle Level Education (M.Ed. and C.A.S.)

The Middle Level Education Programs are designed for teachers who want to obtain a Masters Degree or a Certificate of Advance Study with a specialty in middle level education. The underlying goal of the program is to focus on the unique developmental characteristics of all young adolescents by creating a community of adults whose common and shared purpose is to provide educational success for all young adolescents as they prepare for productive adult lives.

Working with an NLU middle level faculty team, small intact groups of students move through the program together. Members of the faculty team work closely with middle school educational leaders, community agencies, young adolescents, and middle level specialists.

Students who have taken the two NLU Middle Level Endorsement classes MLE500 and MLE502 will not have to
repeat these courses. However, they will be required to attend at least four seminar classes with their cohort in the first term and complete 6 semester hours of approved electives.

<table>
<thead>
<tr>
<th>Degree Core Requirements</th>
<th>M.Ed.</th>
<th>C.A.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed. Core</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESR505</td>
<td>Educational Inquiry and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>FND511</td>
<td>Social and Cultural Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>EPSS41</td>
<td>Cognition and Instruction</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.A.S. Core</td>
<td>EDL546</td>
<td>Perspectives on and Administration of Educational Policies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLE506</td>
<td>Middle Level Coherent Curriculum I</td>
<td>3</td>
</tr>
<tr>
<td>MLE508</td>
<td>Middle Level Coherent Curriculum II</td>
<td>3</td>
</tr>
<tr>
<td>MLE516</td>
<td>Integrative Arts in Middle Level Curriculum</td>
<td>2</td>
</tr>
<tr>
<td>MLE510</td>
<td>Issues of Equity and Cultural Diversity in Middle Level Education</td>
<td>3</td>
</tr>
<tr>
<td>MLE512</td>
<td>Teaching Media/Technology/Popular and Cultural Literacy for Middle Level Students</td>
<td>3</td>
</tr>
<tr>
<td>MLE514</td>
<td>Connecting Middle Level Students with Families and Communities III</td>
<td>3</td>
</tr>
<tr>
<td>RLR516</td>
<td>Literacy Development in the Middle School</td>
<td>3</td>
</tr>
<tr>
<td>MLE524</td>
<td>Advocacy Skills for the Middle School Teacher</td>
<td>2</td>
</tr>
</tbody>
</table>

In addition to the above Program Requirements, CAS students will take:

| RLL520                   | Survey of Literature for Children and Adolescents K-12 OR | 2 |
| RLL528                   | Survey of Multicultural Literature K-12 | |

Total Minimum Hours: 36 (option for candidates who already hold a Master’s degree in Reading options may be fulfilled within any of three degrees: Master of Education (M.Ed.-Total Program = 36 semester hours); Master of Science in Education (M.S. Ed-Total Program = 37 semester hours); Certificate of Advanced Study (option for candidates who already hold a Master’s degree in

**Reading and Language**

Four programs fall under the Reading and Language umbrella: (1) Reading, which has M.Ed., M.S. and C.A.S. degrees; (2) Language and Literacy which also has M.Ed., M.S. and C.A.S. degrees; the Educational Specialist Program in Reading and Language (Ed.S.); and the Doctoral Program in Reading and Language (Ed. D). These programs combine research, theory, and practice to give teachers, supervisors, administrators, and other professionals an understanding of literacy acquisition, development, and instruction along with issues in professional development and research.

**Reading Program (M.Ed., M.S. Ed., C.A.S.)**

The Reading Program is designed for teachers already holding initial certification who are interested in developing their teaching or in qualifying as Reading Teachers or Reading Specialists. The program meets the guidelines of the International Reading Association, NCATE and the State of Illinois for the preparation of reading teachers and reading specialists. The sequence of courses provides an in-depth understanding of the research, theory, and practice related to the reading process and reading instruction. Courses and experiences deal with the nature of reading and its development and then relate that foundation to instructional approaches, assessment, and instruction for developmental and divergent readers and staff development in the schools. Application of learning is ensured in practicum, classroom, and school-based experiences.

**State Endorsement and Certification in Reading**

**State Guidelines**

The reading sequence fulfills the state of Illinois guidelines for the preparation of Reading Teachers and Reading Specialists. Candidates are referred to the website of the Illinois State Board of Education (www.isbe.net) for specific requirements, updates and amendments.

Reading Teacher Endorsement. Students who complete the 36 semester hour Reading Teacher option may apply the State of Illinois for endorsement on regular or special certificates. This requires prior certification, passing the Reading Teacher Content test and all other testing and other requirements of the state of Illinois. Candidates are encouraged to monitor these requirements, and their updates and amendments on the Illinois State Board of Education website.

Reading Specialist. Students who complete the 36 semester hour Reading Specialist option may apply the State of Illinois for endorsement on regular or special certificates or for a Special type 10 certificate with endorsement.. This requires prior certification, two years of experience, completion of all program and portfolio requirements, passing the Reading Specialist Content test and all other testing and other requirements of the state of Illinois. Candidates are encouraged to monitor these requirements, and their updates and amendments on the Illinois State Board of Education website.

**Reading Program Requirements**

The reading sequence fulfills the state of Illinois guidelines for the preparation of Reading Teachers and Reading Specialists. Candidates are referred to the website of the Illinois State Board of Education (www.isbe.net) for specific requirements, updates and amendments. Reading Teacher Endorsement. Students who complete the 36 semester hour Reading Teacher option may apply the State of Illinois for endorsement on regular or special certificates. This requires prior certification, passing the Reading Teacher Content test and all other testing and other requirements of the state of Illinois. Candidates are encouraged to monitor these requirements, and their updates and amendments on the Illinois State Board of Education website. Reading Specialist. Students who complete the 36 semester hour Reading Specialist option may apply the State of Illinois for endorsement on regular or special certificates or for a Special type 10 certificate with endorsement.. This requires prior certification, two years of experience, completion of all program and portfolio requirements, passing the Reading Specialist Content test and all other testing and other requirements of the state of Illinois. Candidates are encouraged to monitor these requirements, and their updates and amendments on the Illinois State Board of Education website.
Education—Total Program = 32 semester hours).

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>36</th>
<th>37</th>
<th>32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Core Requirements</td>
<td>8</td>
<td>14</td>
<td>3</td>
</tr>
</tbody>
</table>

**M.Ed.**

- ESR505 Educational Inquiry and Assessment 3
- FND511 Social and Cultural Politics of Education 3
- EPS541 Cognition and Instruction 2

**M.S.Ed.**

- ESR503 Applied Research Methods for Educational Psychologists 2
- ESR506 Graduate Research: Interpretive/Critical 2
- ESR507 Graduate Research: Empirical/Quantitative 2
- FND504 History and Philosophy of Education 2
- FND505 Contemporary Issues in Education 2
- RLR599 Thesis in Reading Education 4

**C.A.S.**

- EDL546 Perspectives on and Administration of Educational Policies 3

**Reading Program Core:**

**Reading Teacher Option** 20

- RLR501 Teaching Beginning Reading 3
- RLR502 Teaching Comprehension and Content Reading 3
- RLR510 Diagnosis and Assessment of Reading 3
- RLR591 Corrective Techniques for the Reading Specialist 3
- RLR592A,B Practicum in Remedial Reading 2,2
- RLL520 Survey of Literature for Children and Adolescents (K-12) 2 or
- RLL528 Survey of Multicultural Literature K-12 2
- RLL540 Leadership and Staff Development 2
- RLL593 Seminar in Reading Research 3

**Reading Specialist Option** 26 (23 for M.S.Ed.)

- RLR501 Teaching Beginning Reading 3
- RLR502 Teaching Comprehension and Content Reading 3
- RLR510 Diagnosis and Assessment of Reading 3
- RLR592A,B Practicum in Remedial Reading 2,2

**Approved Electives:**

- M.Ed. Reading Teacher 8
- Reading Specialist 2

(to total 36 SH for degree)

- M.S.Ed. Reading Specialist only - no electives 0

(to total 37 SH for degree)

- C.A.S. Reading Teacher 9
- Reading Specialist 3

(to total 32 SH for degree)

Other requirements: Candidates must complete an electronic portfolio reflecting IRA/NCATE/ISBE standards and must be an active member of a professional literacy organization.

Students who receive more than one "C" grade in any courses may not continue in the program.

Courses needed to meet State of Illinois general and professional education courses and other state pre-requisite requirements are not included in this listing.

**Reading Recovery™ Program**

A Reading Recovery Teacher Leader training program is offered at National-Louis University with the support of the Illinois State Board of Education. This program is open only to post-master’s applicants through special district-based arrangement with the Reading Recovery Program. 5 of the 9 Reading Recovery semester hours may be applied to a Master’s degree in Reading. All 9 semester hours may be applied to a CAS in Reading or Language and Literacy. All Reading Recovery students must have a complete application on file in the Office of Graduate Admission.
School Curriculum (3sh) or its equivalent, will be required to do so to be eligible for the endorsement. Only Illinois (valid and active) certified teachers will qualify for the endorsement.

Anyone who is accepted into the Language and Literacy Program (M.Ed., M.S.Ed., C.A.S.) is eligible to take the school library sequence of courses. Students do not have to be admitted to an NLU program to take these courses. However, these courses may be used as elective credit toward several graduate degrees programs, including Language and Literacy (M.Ed., M.S.Ed., and C.A.S.). Built into the course sequence are practicum hours that allow students to apply coursework to context in the school library. Library Information Specialist courses and the identified courses in Reading, Technology in Education, and approved electives, deliver content aligned to the Illinois State Board of Education content area standards of information access and delivery, teaching and learning, and program administration.

Courses Leading to Library Information Specialist (LIS) Endorsement

The Library Information Specialist (LIS) course sequence offers students 24 content area semester hours which may lead to a Library Information Specialist endorsement through the state of Illinois. Additionally, the sequence prepares students to take the ICTS Code 175 Library Information Specialist content area exam. Students who have not taken MLE500 The Middle School: An Overview (3sh) or its equivalent, and MLE502 Middle
Educational Specialist Degree (Ed.S.) in Reading and Language

The Educational Specialist degree (Ed.S.) in Reading and Language is a post-master’s degree designed to meet the needs of school leaders who wish to deepen their knowledge and expertise in literacy. All applicants must hold a master’s degree with an emphasis in reading/literacy from a regionally accredited institution and wish to continue advanced study.

For admissions requirements, see page 268. The admission requirements are the same as for the Ed.D. in Reading and Language and conform to the general admission requirements of National College of Education Doctoral Programs.

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Total Hours Required for Ed.S.: 30 SH Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td>17 SH</td>
</tr>
<tr>
<td>RLD600</td>
<td>Language, Linguistics and Literacy 3</td>
</tr>
<tr>
<td>RLD601</td>
<td>Research in Early Literacy: Orthography and Word Recognition 3</td>
</tr>
<tr>
<td>RLD602</td>
<td>Reading Comprehension: Research and Applications 3</td>
</tr>
<tr>
<td>RLD603</td>
<td>Historical Issues in Literacy Research 2</td>
</tr>
<tr>
<td>RLD606</td>
<td>Instruction and Staff Development in Reading and Language 3</td>
</tr>
<tr>
<td>RLD607</td>
<td>Theory and Research in Writing 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved Electives:</th>
<th>13 SH Minimum</th>
</tr>
</thead>
</table>

Any courses with an RLD, RLR, RLL, or RLR prefix at the 500-600 level, or under faculty advisement may be used as electives. No workshop hours can be counted towards the degree. No more than 6 semester hours of coursework in literacy at the graduate level from other accredited institutions may be transferred in and are subject to advisor approval. Electives will total 13 semester hours.

The following courses are prerequisites for the 600 level courses above, and may be counted as part of the 13 semester hours of approved electives:

- RLL533* Introduction to Linguistics: Language and Literacy 2
- RLR541* Teaching Writing 2
- RLR501* Teaching Beginning Reading 3
- RLR502* Teaching Comprehension and Content Literacy3

*Or equivalent graduate level courses with the consent of advisor.

Additional Program Requirements

All candidates will complete a comprehensive exam.

Secondary Education

Secondary Education (M.A.T.)

The Master of Arts in Teaching degree in Secondary Education is designed for interested students with a baccalaureate degree and discipline courses and experiences who desire an Illinois secondary education certificate. This program will train teachers who can teach a subject well, and can connect and interweave it with other fields of knowledge, in the context of real problems of concern to young people. Students will become capable educators who can work with colleagues to create experiences that invite young people to identify questions, gather information, construct meaning, create products, share their understandings, make decisions and take action based upon what they have learned. Successful graduates of this program will earn a Master of Arts in Teaching (M.A.T.) degree, and Illinois secondary education certification in one of the following disciplines:

- Biological Sciences
- English/Language Arts
- Mathematics
- Physical Sciences
- Social Studies/History
- Foreign Languages

The secondary education M.A.T. program is organized as a student-centered, standards-driven, progressive experience. Small, intact groups of students work together in a cohort through the certification portion of the program. These groups will be made up of prospective teachers of English, Science, History, Mathematics, and Foreign Language who will work together throughout most of the program. This ensures constant opportunities to think beyond subject boundaries, to learn about the concerns and approaches of different fields, and to gain experience planning multi-disciplinary units and programs. Group membership will be based upon geography and/or students’ preferred schedule for completing the program.

Admission Criteria:

1. Baccalaureate degree from a regionally accredited institution.
2. Written statement of academic and professional goals.
3. Miller Analogies Test or the General Aptitude section of the Graduate Record Exam.
4. Passing scores on the Illinois Basic Skills Test taken
within the past five years.
5. List of three references.
6. Broad-based courses and experiences in a discipline.
7. Grade point average of 3.0 in the last 60 hours of coursework. GPA’s between 2.5 and 2.9 will be considered for four course review admission status on an individual basis.
8. Grade point average of 2.5 or better in the area of certification.
9. Passing score on the relevant Illinois state content test and, for students with a foreign language, the ACTFL foreign language oral proficiency exam.

Core Courses for M.A.T. + 6 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS511†</td>
<td>Human Learning and Development in Instructional Contexts (Taken Term III)</td>
<td>3</td>
</tr>
<tr>
<td>ESR514</td>
<td>Research in Action: Becoming Practitioner Researchers (Taken Post-Certification)</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Requirements 32 SH

Courses Required for Certification

TERM I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE500</td>
<td>Introduction to Exceptional Children and Adolescents/Special Education</td>
</tr>
<tr>
<td>FND504†</td>
<td>History and Philosophy of Education</td>
</tr>
<tr>
<td>SEC502</td>
<td>Introduction to Teaching at the Secondary Level</td>
</tr>
</tbody>
</table>

TERM II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC510 OR</td>
<td>Teaching Biology in the Secondary School*</td>
</tr>
<tr>
<td>SEC512 OR</td>
<td>Teaching English in the Secondary School*</td>
</tr>
<tr>
<td>SEC514 OR</td>
<td>Teaching Mathematics in the Secondary School*</td>
</tr>
<tr>
<td>OR SEC516</td>
<td>Teaching Physical Science in the Secondary School*</td>
</tr>
<tr>
<td>OR SEC518</td>
<td>Teaching Social Studies in the Secondary School*</td>
</tr>
<tr>
<td>OR SEC522</td>
<td>Classical Language Methodology*</td>
</tr>
<tr>
<td>OR SEC524</td>
<td>Communicative Language Teaching in the Foreign Language Classroom</td>
</tr>
<tr>
<td>EPS511</td>
<td>Human Learning and Development in Instructional Contexts</td>
</tr>
</tbody>
</table>

TERM III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC590A OR</td>
<td>Student Teaching in the Secondary School/Biological Science</td>
<td>6**</td>
</tr>
<tr>
<td>SEC590B OR</td>
<td>Student Teaching in the Secondary School/English Language Arts</td>
<td>6**</td>
</tr>
<tr>
<td>SEC590C OR</td>
<td>Student Teaching in the Secondary School/Mathematics</td>
<td>6**</td>
</tr>
<tr>
<td>SEC590D OR</td>
<td>Student Teaching in the Secondary School/Physical Science</td>
<td>6**</td>
</tr>
<tr>
<td>SEC590E OR</td>
<td>Student Teaching in the Secondary School/Social Studies</td>
<td>6**</td>
</tr>
<tr>
<td>SEC590F OR</td>
<td>Student Teaching in the Secondary School/Foreign Languages</td>
<td>6**</td>
</tr>
</tbody>
</table>

* Students will choose ONLY ONE content area and enroll in the corresponding course with the appropriate course number.
** Students may register for a maximum of 6 SH each quarter.
† Taken with the cohort
+ Please note the core courses in the Secondary Education program have undergone revision. Students will be required to have completed the core courses listed on their study plan.

Course required for M.A.T. + 3 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC525</td>
<td>American Urban Education: Cultural and Sociopolitical Contexts (Taken Post-Certification)</td>
</tr>
</tbody>
</table>

Electives for M.A.T. (Choose one area) 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLR502</td>
<td>Reading †</td>
</tr>
<tr>
<td>CIL500</td>
<td>ESL †</td>
</tr>
<tr>
<td>MLE500</td>
<td>Middle Level</td>
</tr>
<tr>
<td>SPE501</td>
<td>Special Education†</td>
</tr>
<tr>
<td>RLR503</td>
<td>RLL522*</td>
</tr>
<tr>
<td>CIL505</td>
<td>MLE502</td>
</tr>
<tr>
<td>SPE506</td>
<td>RLL528*</td>
</tr>
</tbody>
</table>

† Additional coursework will be needed to obtain an endorsement in this particular area.
* See advisor for 1 semester hour course

Total Semester Hours 32
Secondary Education Alternative Certification Programs

The Department of Secondary Education has a variety of alternative certification programs, offered in conjunction with partner organizations. Students must be accepted into the partner programs and meet their admissions requirements as well as the Secondary Education admission requirements. Students in these programs who meet all of the other entrance requirements may enter with one or two deficiencies (but no more than two) in specific distribution areas (e.g., adolescent literature in English, geometry in math, or cultural geography in social science). These programs differ slightly in requirements and commitments, as described below.

Revised Admission Requirements for M.A.T. Secondary Education Alternative and Residency Programs

1. Fulfill all M.A.T. Secondary Education Admission requirements.
2. One or two deficiencies (but no more than two) in specific distribution areas (e.g., adolescent literature in English, geometry in math, or cultural geography in social science) are allowed.

This option is only available to students who meet the 32 semester hours content area requirement, but are missing a distribution area required for admission and is NOT being used to admit students who have less than 32 semester hours in the content area.

The two alternative certification programs are Teach for America and Chicago Teaching Fellows. Students in these programs teach in the Chicago Public Schools while completing their certification coursework. Both of these programs lead to alternative certification, and students are strongly encouraged to complete their M.A.T. degrees. The Chicago Teaching Fellow students start their coursework in the summer prior to beginning their year of teaching in the fall term.

Secondary Education Residency Program

The Residency Teaching program is offered in partnership with the Academy for Urban School Leadership (AUSL). Students must complete AUSL’s admission requirements as well as the Secondary Education admission requirements. Students in this program who meet all of the other entrance requirements may enter with one or two deficiencies (but no more than two) in specific distribution areas (e.g., adolescent literature in English, geometry in math, or cultural geography in social science). Students in the AUSL program earn the Master of Arts in Teaching degree. In addition to the M.A.T. degree requirements listed above, students are required to take TIE558 - Exploration of Technology as an Instructional Tool (1 SH). They are also required to take SEC597A–F (6 SH) during each term of the program.

Secondary Education Subsequent Certification Program (non degree program)

Teachers who hold an Illinois teaching certificate in early childhood education, elementary education, or special education may add certification in secondary education through this standards-based sequence. Teachers who hold only a teaching certificate from another state or who hold only a temporary, substitute, or other specialized teaching certificate are not eligible for this program. Candidates for subsequent certification must be admitted to the graduate program for the certificate being sought.

Eligible candidates begin by completing SEC569, which includes the development of a college-approved electronic portfolio as a self-assessment of the extent to which they have met the state standards for secondary certification. The portfolio will be reviewed by a faculty team from the new certification area, and additional requirements for the certificate will be determined. Candidates then meet with an advisor from secondary education to plan a personalized program. At the conclusion of this personalized program, candidates complete a practicum experience, SEC575, the extent of which is determined by the faculty team, taking into account candidates’ previous experience and state standards. Upon conclusion of the practicum, candidates may apply for state certification in secondary education.

Courses:

- **SEC569** Portfolio Development for Subsequent Certification 4SH
- **SEC575** Subsequent Certification Practicum 3-6SH

Courses selected in collaboration with an advisor to complete certification standards (courses and semester hours to be determined)
Special Education

Special Education (M.A.T., M.Ed., C.A.S.) with a concentration in Learning Behavior Specialist I

<table>
<thead>
<tr>
<th>Degree Core Requirements</th>
<th>M.A.T.</th>
<th>M.Ed.</th>
<th>C.A.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours</td>
<td>9</td>
<td>8</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements for LBS I

| Semester Hours | 38 | 31 | 31 |

(add 3 semester hours to M.Ed. and C.A.S. if SPE500 has not been taken.)

Master of Arts in Teaching (M.A.T.) in Special Education with a concentration in Learning Behavior Specialist I (LBS I)

The M.A.T. program is designed specifically for individuals who do not have a teaching certificate.

Based on the ISBE Special Education Certification Structure and Content Area Standards and a multifaceted conceptual framework, this newly revised program is designed to facilitate the preparation for changing and increasingly complex professional roles in schools. You are qualified to teach in a variety of educational settings: an inclusive classroom as a co-teacher; a mainstreamed classroom as a collaborative-consultant; a resource room or self-contained classroom as a diagnostic teacher; and an alternative setting, such as a special public or private school.

The M.A.T. program is designed specifically for individuals who have already earned an undergraduate degree in a field other than education and want to obtain a first teaching certificate in special education. Completion of this program results in a master's degree in Special Education. The state of Illinois has additional test requirements for certification.

The link between theory and practice marks the essence of graduate study at National-Louis University. Each of the 3 semester hour graduate courses for the masters degree have a clinical experience component of 15 clock hours. The clinical experience requirements are organized around the content of each course and represent a practical application of the material presented. In order to receive the M.A.T. degree, students are required to fulfill the clinical experiences, Practicum I (requires a minimum of 30 clinical hours), and a full time student teaching in the public schools. For the M.A.T., student teaching can never be completed during the summer quarter.

General Education Requirements

The University mandates specific general education requirements for a first teaching certificate. If you have not met these requirements in undergraduate study, they must be satisfied before you are eligible to apply for student teaching. National-Louis University provides opportunities for you to meet general education requirement deficiencies. When you are admitted to the M.A.T. in Special Education program, your transcripts will be evaluated.

Offering of Classes

The majority of classes in the Special Education program are offered at all 5 Chicago area National-Louis University campuses: Chicago, Elgin, Lisle, North Shore and Wheeling. As a full-time student, you may complete the program requirements in as little as 18 months.

Mandated Undergraduate General Education

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>2</td>
</tr>
<tr>
<td>Biological and Physical Sciences</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
</tr>
<tr>
<td>Global/Multicultural Perspectives</td>
<td>2</td>
</tr>
<tr>
<td>Literature</td>
<td>2</td>
</tr>
<tr>
<td>Arts</td>
<td>2</td>
</tr>
<tr>
<td>Philosophy</td>
<td>2</td>
</tr>
</tbody>
</table>

M.A.T. in Special Education

Degree Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSS11</td>
<td>Human Learning and Development in Instructional Contexts</td>
<td>3</td>
</tr>
<tr>
<td>ESR514</td>
<td>Research in Action: Becoming Practitioner Researchers</td>
<td>3</td>
</tr>
<tr>
<td>FND510</td>
<td>Social Justice Perspectives on the History and Philosophy of United States (USA) Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Professional Certification Requirements for Special Education LBS I Through Entitlement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE500</td>
<td>Introduction to Exceptional Children and Adolescents/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPE506</td>
<td>Frameworks and Perspectives in Special Education*</td>
<td>3</td>
</tr>
<tr>
<td>SPE572</td>
<td>Practicum I: M.A.T.**</td>
<td>2</td>
</tr>
</tbody>
</table>
**GRADUATE PROGRAMS**

**NATIONAL COLLEGE OF EDUCATION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hour(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE545</td>
<td>Assistive Technology</td>
<td>2</td>
</tr>
<tr>
<td>SPE502</td>
<td>Language Development and Challenges in Children &amp; Adolescents</td>
<td>2</td>
</tr>
<tr>
<td>OR</td>
<td>Best Practices in Word Finding: Academic Accommodations for Students with Expressive Language Difficulties</td>
<td>2</td>
</tr>
<tr>
<td>SPE503</td>
<td>Collaborative and Consultative Teaming and Teaching*</td>
<td>3</td>
</tr>
<tr>
<td>SPE508</td>
<td>Critical Literacy for Students with Disabilities*</td>
<td>3</td>
</tr>
<tr>
<td>SPE501</td>
<td>Educational and Diagnostic Assessment of Exceptional Children and Adolescents*</td>
<td>3</td>
</tr>
<tr>
<td>SPE509</td>
<td>Clinical Literacy*</td>
<td>3</td>
</tr>
<tr>
<td>SPE523</td>
<td>Diagnosis &amp; Remediation of Mathematics Disabilities/Special Education*</td>
<td>3</td>
</tr>
<tr>
<td>SPE507</td>
<td>Social/Emotional: Development, Teaching, and Support*</td>
<td>3</td>
</tr>
<tr>
<td>SPE527</td>
<td>Individual Curriculum and Instruction*</td>
<td>3</td>
</tr>
<tr>
<td>SPE592C</td>
<td>Practicum/Teaching Children and Adolescents with Special Needs</td>
<td>5</td>
</tr>
</tbody>
</table>

* Each of these courses has a component of 15 clock hours of clinical experience.

**Offering of Classes**

The majority of classes in the Special Education program are offered at all 5 Chicago area National-Louis University campuses: Chicago, Elgin, Lisle, North Shore and Wheeling. As a full-time student, you may complete the program requirements in as little as 18 months.

**M.Ed. in Special Education**

**Degree Core Requirements**  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hour(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSS41</td>
<td>Cognition and Instruction</td>
<td>2</td>
</tr>
<tr>
<td>ESR505</td>
<td>Educational Inquiry and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>FND511</td>
<td>Social and Cultural Politics of Education: Personal and Contextual Perspectives</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Certification Requirements for Special Education LBS I Through Entitlement**  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hour(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE506</td>
<td>Frameworks and Perspectives in Special Education*</td>
<td>3</td>
</tr>
<tr>
<td>SPE500</td>
<td>Introduction to Exceptional Children and Adolescents*</td>
<td>3</td>
</tr>
<tr>
<td>SPE545</td>
<td>Assistive Technology (Technology for Special Education)</td>
<td>3</td>
</tr>
<tr>
<td>SPE502</td>
<td>Language Development and Challenges in Children &amp; Adolescents</td>
<td>2</td>
</tr>
<tr>
<td>SPE503</td>
<td>Collaborative and Consultative Teaming and Teaching*</td>
<td>3</td>
</tr>
<tr>
<td>SPE508</td>
<td>Critical Literacy for Students with Disabilities*</td>
<td>3</td>
</tr>
<tr>
<td>SPE501</td>
<td>Educational and Diagnostic Assessment of Exceptional Children &amp; Adolescents*</td>
<td>3</td>
</tr>
<tr>
<td>SPE509</td>
<td>Clinical Literacy*</td>
<td>3</td>
</tr>
</tbody>
</table>

Based on the ISBE Special Education Certification Structure and Content Area Standards and a multifaceted conceptual framework, this newly revised program is designed to facilitate the preparation for changing and increasingly complex professional roles in schools. You are qualified to teach in a variety of educational settings: an inclusive classroom as a co-teacher; a mainstreamed classroom as a collaborative-consultant; a resource room or self-contained classroom as a diagnostic teacher; and an alternative setting, such as a special public or private school.

The M.Ed. program is designed specifically for individuals who already have a teaching certificate. Completion of this program results in a master’s degree in Special Education. The state of Illinois has additional test requirements for certification.
SPE523 Diagnosis and Remediation of Mathematics Disabilities/Special Education* 3
SPE507 Social/Emotional: Development, Teaching, and Support* 3
SPE527 Individual Curriculum and Instruction* 3
SPE592C Practicum/Teaching Children and Adolescents with Special Needs 3

Certification Requirements

In order to be certified in special education, you must complete the general education requirements, the professional education coursework, and clinical experiences, plus pass the State of Illinois examinations in basic skills, APT and LBS I.

* Each of these courses has a component of 15 clock hours of clinical experience.

Certificate of Advanced Study (C.A.S.) in Special Education with a concentration in Learning Behavior Specialist I (LBS I)

Based on the ISBE Special Education Certification Structure and Content Area Standards and a multifaceted conceptual framework, this newly revised program is designed to facilitate the preparation for changing and increasingly complex professional roles in schools. You are qualified to teach in a variety of educational settings: an inclusive classroom as a co-teacher; a mainstreamed classroom as a collaborative-consultant; a resource room or self-contained classroom as a diagnostic teacher; and an alternative setting, such as a special public or private school.

The Certificate of Advanced Study is an option for students who, having completed a master’s degree in a specialized field, choose to engage in continued graduate study that will add a new dimension to their career in education. A minimum of 30 semester hours beyond the master’s degree is required to complete the Advanced Study program. In some instances, depending upon the student’s goals and objectives, additional course work may be required.

C.A.S. in Special Education

The C.A.S. program in Special Education is designed for individuals who have a master’s degree and a teaching certificate in areas other than special education and want to engage in continued graduate study that will add a special education dimension to their general education expertise. Receiving a C.A.S. gives students 30 hours past the master’s degree and could potentially provide opportunities for increased salary scales and options for leadership roles in teaching.

The link between theory and practice marks the essence of graduate study at National-Louis University. Each of the 3 semester hour courses for certification in special education has a clinical experience component of 15 clock hours. The clinical experience requirements are organized around the content of each course and represent a practical application of the material presented. These hours also fulfill the State of Illinois requirements for preclinical experiences.

In order to receive the C.A.S. degree, students are required to fulfill a student teaching practicum in the public schools. Graduate students, in consultation with their faculty advisor, will choose one of the following options based on experiences, strengths, and needs: (1) collaborative student teaching practicum for full-time employed experienced teachers; (2) half-day student teaching practicum for less experienced teachers; (3) full-day student teaching practicum for those who have never taught on a certificate; and (4) summer student teaching practicum for less experienced and inexperienced teachers, and for some teachers who work full-time during the year (The summer option is limited).

Offering of Classes

The majority of classes in the Special Education program are offered at all 5 Chicago area National-Louis University campuses: Chicago, Elgin, Lisle, North Shore and Wheeling. As a full-time student, you may complete the program requirements in as little as 18 months.

C.A.S. in Special Education

<table>
<thead>
<tr>
<th>Degree Core Requirements:</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL546 Perspectives on and Administration of Educational Policies</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE506</td>
<td>Frameworks and Perspectives*</td>
<td>3</td>
</tr>
<tr>
<td>SPE500</td>
<td>Introduction to Exceptional Children and Adolescents/Special Education*</td>
<td>3</td>
</tr>
<tr>
<td>SPE545</td>
<td>Assistive Technology (Technology for Special Education)</td>
<td>2</td>
</tr>
<tr>
<td>SPE502</td>
<td>Language Development and Challenges in Children &amp; Adolescents</td>
<td>2</td>
</tr>
<tr>
<td>QR SPE526</td>
<td>Best Practices in Word Finding</td>
<td>2</td>
</tr>
<tr>
<td>SPE503</td>
<td>Collaborative and Consultative Teaming and Teaching*</td>
<td>3</td>
</tr>
<tr>
<td>SPE508</td>
<td>Critical Literacy for Students with Disabilities*</td>
<td>3</td>
</tr>
<tr>
<td>SPE501</td>
<td>Educational &amp; Diagnostic Assessment of Exceptional Children and Adolescents*</td>
<td>3</td>
</tr>
<tr>
<td>SPE509</td>
<td>Clinical Literacy*</td>
<td>3</td>
</tr>
<tr>
<td>SPE523</td>
<td>Diagnosis and Remediation in Mathematics Disabilities/Special Education*</td>
<td>3</td>
</tr>
<tr>
<td>SPE507</td>
<td>Social/Emotional: Development, Teaching, and Support</td>
<td>3</td>
</tr>
<tr>
<td>SPE527</td>
<td>Individualized Curriculum and Instruction*</td>
<td>3</td>
</tr>
</tbody>
</table>
In order to be certified in special education, you must complete the general education requirements, the professional education course work and clinical experiences, and pass State of Illinois examinations in basic skills, APT and LBS I.

* Each of these courses has a component of 15 clock hours of clinical experience.

**Special Education Subsequent Certification Program (non degree program)**

Teachers who hold an Illinois teaching certificate in early childhood education, elementary education, or secondary education may add certification in special education through this standards-based sequence. Teachers who hold only a teaching certificate from another state or who hold only a temporary, substitute, or other specialized teaching certificate are not eligible for this program. Candidates for subsequent certification must be admitted to the graduate program for the certificate being sought.

Eligible candidates begin by completing SPE569 which includes the development of a college-approved electronic portfolio as a self-assessment of the extent to which they have met the state standards for elementary certification. The portfolio will be reviewed by a faculty team from the new certification area and additional requirements for the certificate will be determined. Candidates then meet with an advisor from elementary education to plan a personalized program. At the conclusion of this personalized program, candidates complete a practicum experience, SPE575, the extent of which is determined by the faculty team, taking into account candidates’ previous experience and state standards. At the conclusion of the practicum, candidates may apply for state certification in special education.

**Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE569</td>
<td>Portfolio Development for Subsequent Certification</td>
</tr>
<tr>
<td>SPE575</td>
<td>Subsequent Certification Practicum</td>
</tr>
</tbody>
</table>

Courses selected in collaboration with an advisor to complete certification standards (courses and semester hours to be determined)

**Supervisory Endorsement Special Education**

Students who earn the Special Education Certificate are eligible for the supervisory endorsement on their Special Education Certificate by adding two courses and meeting other state requirements. The two courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL510</td>
<td>Administration and Organization Development of Schools</td>
</tr>
<tr>
<td>SPE561</td>
<td>Administration and Supervision of Programs for Exceptional Children and Adolescents</td>
</tr>
</tbody>
</table>

The other state requirements are:

1. Special Education Certificate in three areas to be supervised
2. Master’s degree
3. At least two years of teaching experience in each area to be supervised
4. A minimum of eight semester hours of graduate professional education coursework which includes at least one course primarily and explicitly related to the supervision of personnel (see SPE561 above), and one course primarily and explicitly related to the administration and organization of schools (see EDL510 above).

**Administrator Approval Special Education**

Individuals who earn the Type 75 Administrative Certificate are eligible for the Administrator Approval by meeting the following state requirements:

1. Proper Administrative Certificate (Type 75)
2. Master’s degree
3. Required courses (30 semester hours distributed among these areas)

* Introduction to Exceptional Children and Adolescents/Special Education: SPE500
* Special methods course in three areas of exceptionality: SPE507, SPE509, SPE527, SPE523, SPE502, SPE542
* Educational psychological diagnosis and remedial techniques: SPE501
* Guidance and counseling: EPS520
* Administration and Supervision of Programs for Exceptional Children and Adolescents: SPE561

Individuals should already have taken an administration and organization of schools course (EDL510) for their Type 75 Certificate. It is recommended that students add SPE560 while earning the administrator approval.
Early Childhood Special Education

Students may earn an Early Childhood Special Education Approval on a Type 04 Early Childhood certificate or a Special Education certificate by having the following 4 courses required by the Illinois State Board of Education:

- SPE510 Early Childhood Special Education Language Development and Challenges 2SH
- SPE532 Early Childhood Special Education Curriculum, Instruction and Methods 3SH
- SPE533 Early Childhood Special Education Diagnostic Assessment 3SH
- SPE534 Early Childhood Special Education Collaboration, Family and Community 3SH

Technology in Education

The graduate program in Technology in Education (TIE) prepares technology specialists who can effectively integrate technology across the curriculum as well as facilitate the effective use of technology by other educators. The TIE program is approved by the Illinois State Board of Education to offer the Technology Specialist (Type 10) certification. Designed for teachers, resource persons, and administrators at all grade levels (P-12), and suitable for those interested in the use of technology for teaching and learning in other settings, the sequence in Technology in Education offers a unique opportunity to develop comprehensive knowledge and experience in the educational applications of computers and related technology. The program is committed to providing access to technology so that hands-on experience is offered throughout. Graduates of the program will be qualified as technology resource persons for their schools or districts.

Specifically, the Technology in Education program will prepare P-12 technology specialists/facilitators who:

1. Use and model research-based best practice in the integration of technology in the curriculum.
2. Mentor and provide assistance to teachers in their planning for, implementation of, and assessment of student-centered engaged learning environments that make effective use of technology. Such student-centered learning environments will address diverse needs (cognitive, physical, social, and emotional) of students while meeting local, state, and national standards.
3. Practice collaborative inquiry as students and professionals, assessing, reflecting, and taking action to improve the use of technology in the learning environment and the infrastructure to support that use, promoting equitable access to current technologies, and addressing social and ethical issues surrounding the use of technology in schools.
4. Increase their roles as professionals in the area of educational technology through participation in professional associations and professional development activities in their school settings.

The Technology in Education program is available to students who wish to pursue the Master of Education or the Master of Science in Education. For teachers who have master’s degrees, the Certificate of Advanced Study offers the Technology in Education program as an option. TIE courses may provide a specialization within the Curriculum and Instruction program or may be taken as electives in the Master of Arts in Teaching degree in Elementary Education. Technology in Education may also be an area of minor concentration within the Doctor of Education degree in Curriculum and Social Inquiry.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS541</td>
<td>Cognition and Instruction</td>
<td>2</td>
</tr>
<tr>
<td>ESR505</td>
<td>Educational Inquiry and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>FND511</td>
<td>Social and Cultural Politics of Education: Personal and Contextual Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>ESR503</td>
<td>Applied Research Methods for Educational Psychologists</td>
<td>2</td>
</tr>
<tr>
<td>ESR506</td>
<td>Graduate Research: Interpretive/Critical</td>
<td>2</td>
</tr>
<tr>
<td>ESR507</td>
<td>Graduate Research: Empirical/Quantitative</td>
<td>2</td>
</tr>
<tr>
<td>FND504</td>
<td>History and Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>FND505</td>
<td>Contemporary Issues in Education</td>
<td>2</td>
</tr>
<tr>
<td>TIE599</td>
<td>Thesis</td>
<td>4</td>
</tr>
<tr>
<td>EDL546</td>
<td>Perspectives on and Administration of Educational Policies</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Requirements 24 24 24
National College of Education
Doctoral Degree Programs

Doctor of Education (Ed.D.)

The National College of Education offers doctoral programs in five main areas:

- Curriculum and Social Inquiry
- Disability and Equity in Education
- Educational Leadership
- Educational Psychology
- School Psychology Concentration
- Human Learning and Development Concentration
- Reading and Language

These doctoral programs have been built on a tradition of excellence in teacher education stretching over 100 years. Through advanced studies, the programs extend National-Louis and it’s National College of Education’s tradition of providing quality education for educational practitioners, academic scholars, and researchers.

Doctoral Program Philosophy and Conceptual Framework

The NCE doctoral program comprises of carefully constructed learning environments that (1) initiate and sustain both students and faculty into a variety of discourse communities, while (2) developing the grounds for a critique of knowledge and practice from a variety of disciplinary perspectives.

The doctoral program’s conceptual framework evolves around critical reflective thinking about three interconnected key domains: theory, research, and practice. Specifically, students and faculty in the doctoral program engage in critical reflection in these key domains, and explore their inter-relationships through course work, research, and writings. To this end, faculty and students form a diverse community of learners, in order to continuously examine each of following elements and their interconnections:

1. Creation of a community of learners who are knowledgeable about and active in a variety of discourse communities
2. Development of critical reflective perspectives
3. Exploring the complexities of issues and the problems which surface from a critical reflective orientation
4. Development of multiple and interdisciplinary perspectives
5. Building on previous undergraduate and graduate work
6. Exploring the implications of ideas from diverse individual, social, psychological, cultural, political, and
The above orientation to doctoral studies distinguishes our program locally and places it at the cutting-edge nationally. The conceptual framework is imbedded into each of the four doctoral programs, which further develop the above conceptual framework in accordance to the specific disciplinary perspective.

**Admission Procedure**

**Admission Criteria**

Students desiring admittance into the Foster G. McGaw Graduate School must apply for formal acceptance into the graduate school for a Doctoral degree.

Admission decisions are based on evidence submitted in the application process. The following documents must be on file in the Office of Admissions prior to consideration for admission:

2. Application fee (non-refundable).
3. Official transcripts from all institutions attended. Please note that only credit from a regionally accredited institution will be considered for transfer credit. Completion of a bachelor’s and master’s degrees from a regionally accredited institution must be verified. A grade point average of 3.25 or better in master’s level courses is required of all applicants.
4. Four letters of recommendation. Two of the four required letters should be completed by persons associated with the applicant’s recent graduate work and two by persons supervising the applicant’s professional work.
5. A written statement of academic and professional goals.
6. A professional resume or curriculum vitae.
7. Graduate Record Exam (GRE) score for applicants to the doctoral programs in Educational Leadership, Educational Psychology, and Reading and Language. Applicants should allow four weeks for scores to be reported to the Office of Admissions. Testing schedules and registration materials can be obtained from the Educational Testing Service (ETS) at 800-GRE-CALL (800.473.2255) or www.gre.org. The institution code for National-Louis University is 1551. Results from previous GRE tests are acceptable. Scores must be officially verified, either by ETS or by the Registrar of a college or university to which the scores were previously submitted.
8. Written responses to substantive questions that directly speak to the applicant’s intellectual interests, professional goals, compatibility with program(s), and commitments to the values of the program(s). Each program has prepared its own set of questions and assessment criteria. Applicant responses are considered carefully, along with all other evidence, in determining the applicant’s potential for success in pursuing the Ed.D. degree.
9. Applicants whose native language is other than English and/or whose college coursework was earned outside the United States must submit official TOEFL scores. The Department of Applied Language (DAL) Assessment may be taken in lieu of the TOEFL. Note: Individual programs may require additional materials. Applicants will be notified by the program director if additional materials are required.

The admission process occurs in two stages. First, the application and all supporting documentation are submitted to the Office of Admissions. Complete applications submitted by the doctoral deadlines are reviewed by faculty from the respective doctoral programs.

The second stage of the admissions process consists of an interview with the faculty of the program to which application has been made. Because of the limited size of the doctoral programs only a small number of applicants are selected to participate in the second stage of the admission process. The objectives of the interview process are to establish that applicants have clearly defined goals for pursuing doctoral study, to determine that the applicants’ goals may be met through the doctoral programs, to gain further information about the applicants and to clarify areas of concern, to provide an opportunity for applicants to ask questions about the programs, and to enable applicants to acquaint themselves with faculty in the programs.

Applicants to the Curriculum and Social Inquiry and Disability and Equity in Education doctoral programs must bring to the faculty interview a portfolio that provides supporting evidence for responses to the five substantive questions.

**Application Deadlines**

Applications to doctoral programs are considered twice a year. The deadlines for submission of application materials are October 15 for spring admission and April 15 for summer and fall admission.

Applicants are generally notified within a month after the admission deadline whether or not they have been selected for the second stage (faculty interview) of the admission process. Applicants are generally informed within two months concerning their admission status.
Financial Aid

Students admitted to the doctoral programs are eligible to apply for financial support in the form of the NCE Doctoral Scholarship. Because a major purpose of the doctoral program scholarship fund is to encourage students to take a year off from regular employment for full-time study, highest priority is given to students who plan to undertake doctoral study on a full-time basis for a given academic year. Such students may be eligible for full or half tuition scholarship for one academic year if need is demonstrated. In addition, teaching, staff development, clinical, and research opportunities may be available to full-time doctoral students. Remaining scholarship funds are available for new and continuing doctoral students who register for a half-time course load (four semester hours) or more. The typical award covers half of the tuition during each of the three quarters. Because the size of the scholarship fund is limited, priority is given to doctoral students on the basis of need first, and then on the basis of merit.

Academic Policies

Residency Statement: Becoming a Member of a Community of Scholars and Learners

The doctoral program view of residency is consistent with the values expressed in the doctoral program’s conceptual framework. Doctoral students become members of the NLU learning community, and the wider academic education community, by continuously engaging in a variety of course work, such as the doctoral core and other scholarly activities throughout their studies. Students reflect on their own current and previous educational practices through conversations and communications with faculty and peers concerning new and ongoing research. Each program determines other meaningful ways to involve students with faculty to ensure that the spirit of residency is maintained.

Time Limit

The doctoral degree must be completed in eight years from the date of admission. Within this time frame, a student is expected to make regular and consistent progress, which is subject to periodic review.

Enrollment Requirements and Leave of Absence

It is expected that doctoral students will be continuously registered until the completion of their degree. When unforeseen circumstances require a student to temporarily withdraw from their doctoral studies, the student must submit a Request for a Leave of Absence form in the first quarter of becoming inactive (see Doctoral Handbook). A leave of absence may be approved for up to one year. Please note that the eight-year time limit for completing doctoral studies remains the same even if a leave is granted. Students who are granted a leave of absence must still complete the program within the eight-year time limit. Students who have been inactive for three consecutive quarters and are not on an approved leave will be considered withdrawn from the Doctoral program. Students desiring to be reinstated must submit a written petition stating the reason for the inactivity to the Graduate Admissions and Retention Council.

Transfer of Credit

Transfer credit for 12 semester hours of post-master’s course work from National-Louis University or other institutions offering graduate degrees is approved by the directors of the Doctoral Programs. Approval for transfer credit beyond 12 semester hours is obtained through petition to the Graduate Admission and Retention Council. Credit for courses taken more than 6 years prior to the time the student was admitted to the doctoral program must also be approved through petition to the Graduate Admission and Retention Council.

Educational Specialist (Ed.S.) Credits

The doctoral program requirements may be reduced by a maximum of 33 semester hours when a student has completed an Ed.S. degree and, as part of that program, has completed course and/or internship requirements that are also Ed.D. requirements. For students completing Ed.S. degrees at institutions other than National-Louis University, the reduction must not exceed 18 semester hours. Eligible students are to petition to the Director of the doctoral program to which they have been admitted. Requests will be reviewed on a case-by-case basis to determine the number of semester hours by which the doctoral program requirements may be reduced. Credit for courses and/or internships taken more than 6 years prior to the time a student was admitted to a doctoral program are to be approved through petition to the Graduate Admission and Retention Council. Final approval for the program reduction must be obtained from the Director of Doctoral Programs and submitted with the National College of Education Doctoral Study Plan to the Registrar.

Doctoral Handbook

Additional procedures and policies regarding the doctoral programs are included in the Doctoral Handbook. Students are to consult both the catalog and the Doctoral Handbook to determine program requirements. The Handbook is available on the NCE website at www3.nl.edu/academics/nce/programs/Doctoral/index.cfm.

Degree Requirements

Each doctoral student is required to take core courses and research and dissertation courses. These required courses and their semester hour commitments are listed below. This
The Curriculum and Social Inquiry Program is designed to prepare high level scholar-practitioners to provide leadership in curriculum in schools and other educational settings. The program emphasizes engagement in processes of critical reflection about issues of curriculum in relation to a variety of educational environments and society. The CSI program is founded on the belief that curriculum is best understood not simply in terms of classrooms and schools, but as connected to larger social, cultural, political and historical contexts. Processes of critical reflection are characterized by the identification of complex problems and issues, intellectual engagement with a broad range of ideas and perspectives, the valuing of personal experience, and a sense of teaching and curriculum as a political and cultural struggle.

Issues of content and teaching flow from essential curriculum questions: What knowledge is of most value? How is knowledge personally and socially constructed? In the distribution of knowledge, whose interests are being served? Curriculum is regarded in its broadest sense, as the constructing of a learning environment, with activities ranging from teaching to political activity. The CSI program encourages both micro- and macro-level analyses of curriculum, especially as they interact with each other, and attention is given to the theoretical, practical and interdisciplinary dimensions of curriculum study.

This program serves the needs of those people who are interested in influencing teachers, school communities, and other educational environments and settings. Students are encouraged to see their work as combining theory and practice, and themselves as activists, effecting change within education and beyond.

Admission Requirements

In addition to admission requirements set forth by the Foster G. McGaw Graduate school, candidates for doctoral study in Curriculum and Social Inquiry must demonstrate strong evidence of leadership in an educational field. During the admission interview applicants and the admissions committee engage in conversation about the applicant’s background, career goals, and fit with the program.

Program Requirements

Doctoral Core: 6 SH
Research, Dissertation: 21 SH
Curriculum and Social Inquiry Core: 21 SH
Minor Concentration: 15 SH

In addition to the core and research requirements, students will complete two types of course requirements specific to the program: the Curriculum and Social Inquiry core, and a minor area of concentration.

Curriculum and Social Inquiry Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI600</td>
<td>Curriculum Theory: Historical, Philosophical, and Political Issues</td>
<td>3</td>
</tr>
<tr>
<td>CSI601</td>
<td>Cultures of Schools and Communities</td>
<td>3</td>
</tr>
<tr>
<td>CSI602</td>
<td>Curriculum Theory: Contemporary Issues and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CSI603</td>
<td>Curriculum Planning, Organization and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>CSI605</td>
<td>Professional Development and School Change</td>
<td>3</td>
</tr>
<tr>
<td>CSI693</td>
<td>Curriculum Seminar</td>
<td>6</td>
</tr>
</tbody>
</table>

Doctoral Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCD610A</td>
<td>Doctoral Core I</td>
<td>3</td>
</tr>
<tr>
<td>CCD610B</td>
<td>Doctoral Core II</td>
<td>3</td>
</tr>
<tr>
<td>ESR604</td>
<td>Dissertation Proposal Seminar</td>
<td>2</td>
</tr>
<tr>
<td>ESR610</td>
<td>Paradigms of Research</td>
<td>2</td>
</tr>
<tr>
<td>ESR612</td>
<td>Empirical/Analytic Research I</td>
<td>3</td>
</tr>
<tr>
<td>ESR614</td>
<td>Interpretive and Critical Research I</td>
<td>3</td>
</tr>
<tr>
<td>ESR616</td>
<td>Empirical/Analytic Research II QR</td>
<td>3</td>
</tr>
<tr>
<td>ESR618</td>
<td>Interpretive and Critical Research II</td>
<td>3</td>
</tr>
<tr>
<td>CCD699A-D</td>
<td>Dissertation</td>
<td>8</td>
</tr>
</tbody>
</table>

Comprehensive Qualifying Examinations

Each program will administer a comprehensive qualifying examination or its equivalent. The examination, designed to help students integrate knowledge gained from the program, covers content of the area of concentration and the core courses. Further specification of examination format and timing is made by the faculty of each program (see the description of comprehensive qualifying examinations under each program).

Dissertation Requirements

Doctoral students should demonstrate the competencies associated with a traditional dissertation including: (1) the ability to analyze, synthesize, interpret, and discuss the implications of existing literature on a well-defined question; (2) the ability to formulate, pose and justify a researchable problem or issue; (3) the ability to develop an appropriate research design and methodology; and (4) the ability to interpret, analyze, synthesize and discuss the assumptions, contributions and limitations of existing as well as one’s own research.

Curriculum and Social Inquiry

Doctoral Program

The Curriculum and Social Inquiry Program is designed to prepare high level scholar-practitioners to provide leadership in curriculum in schools and other educational settings. The program emphasizes engagement in processes of critical reflection about issues of curriculum in relation to a variety of educational environments and society. The CSI program is founded on the belief that curriculum is best understood not simply in terms of classrooms and schools, but as connected to larger social, cultural, political and historical contexts. Processes of critical reflection are characterized by the identification of complex problems and issues, intellectual engagement with a broad range of ideas and perspectives, the valuing of personal experience, and a sense of teaching and curriculum as a political and cultural struggle.

Issues of content and teaching flow from essential curriculum questions: What knowledge is of most value? How is knowledge personally and socially constructed? In the distribution of knowledge, whose interests are being served? Curriculum is regarded in its broadest sense, as the constructing of a learning environment, with activities ranging from teaching to political activity. The CSI program encourages both micro- and macro-level analyses of curriculum, especially as they interact with each other, and attention is given to the theoretical, practical and interdisciplinary dimensions of curriculum study.

This program serves the needs of those people who are interested in influencing teachers, school communities, and other educational environments and settings. Students are encouraged to see their work as combining theory and practice, and themselves as activists, effecting change within education and beyond.

Admission Requirements

In addition to admission requirements set forth by the Foster G. McGaw Graduate school, candidates for doctoral study in Curriculum and Social Inquiry must demonstrate strong evidence of leadership in an educational field. During the admission interview applicants and the admissions committee engage in conversation about the applicant’s background, career goals, and fit with the program.

Program Requirements

Doctoral Core: 6 SH
Research, Dissertation: 21 SH
Curriculum and Social Inquiry Core: 21 SH
Minor Concentration: 15 SH

In addition to the core and research requirements, students will complete two types of course requirements specific to the program: the Curriculum and Social Inquiry core, and a minor area of concentration.

Curriculum and Social Inquiry Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI600</td>
<td>Curriculum Theory: Historical, Philosophical, and Political Issues</td>
<td>3</td>
</tr>
<tr>
<td>CSI601</td>
<td>Cultures of Schools and Communities</td>
<td>3</td>
</tr>
<tr>
<td>CSI602</td>
<td>Curriculum Theory: Contemporary Issues and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CSI603</td>
<td>Curriculum Planning, Organization and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>CSI605</td>
<td>Professional Development and School Change</td>
<td>3</td>
</tr>
<tr>
<td>CSI693</td>
<td>Curriculum Seminar</td>
<td>6</td>
</tr>
</tbody>
</table>
All of the courses, with the exception of Curriculum Seminar, in the 21-semester-hour Curriculum and Social Inquiry core, include a one-semester-hour field application designed to bridge theory and practice.

Minor Concentration

Each student is to choose at least one minor from areas which may include the following: Administration and Supervision, Early Childhood Education, Educational Psychology, Mathematics Education, Reading and Language, Science Education, Special Education, Superintendent Endorsement, and Technology in Education, and will complete at least 15 semester hours within the minor concentration.

Comprehensive Examination

The Curriculum and Social Inquiry Doctoral Program refers to the comprehensive examination as the Qualifying Exam. It is taken after completion of the doctoral, research, and program core classes (with the exception of the last research course). The Qualifying Exam is to be passed by the student prior to formal work on the dissertation and advancement to candidacy for the Ed.D degree.

Program Requirements

Each doctoral student is required to take doctoral core courses and research and dissertation courses. These required courses and their semester hour commitments are listed below. This common core represents areas of knowledge that the graduate faculty considers essential for all doctoral candidates in education. In addition to the core and research requirements, students will complete two types of course requirements specific to the program: the Disability and Equity in Education core, and program electives.

Doctoral Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Core</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Research, Dissertation</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Disability and Equity in Education Core</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Program Electives</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Total Degree Requirements: 57

Doctoral Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCD610A</td>
<td>Doctoral Core I</td>
<td>3</td>
</tr>
<tr>
<td>CCD610B</td>
<td>Doctoral Core II</td>
<td>3</td>
</tr>
</tbody>
</table>

Research and Dissertation

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESR610</td>
<td>Paradigms of Research: Alternative Ways of Knowing</td>
<td>2</td>
</tr>
<tr>
<td>ESR612</td>
<td>Empirical/Analytical Research I</td>
<td>3</td>
</tr>
<tr>
<td>ESR614</td>
<td>Interpretive and Critical Research I</td>
<td>3</td>
</tr>
<tr>
<td>ESR616</td>
<td>Empirical/Analytical Research II OR</td>
<td>3</td>
</tr>
<tr>
<td>ESR618</td>
<td>Interpretive and Critical Research II</td>
<td>3</td>
</tr>
<tr>
<td>ESR604</td>
<td>Dissertation Proposal Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

Disability and Equity in Education Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEE601</td>
<td>Traditions, Assumptions, and Paradigms</td>
<td>3</td>
</tr>
<tr>
<td>DEE602</td>
<td>Disability Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>DEE603</td>
<td>Activism, Education, and Disability</td>
<td>3</td>
</tr>
<tr>
<td>DEE604</td>
<td>Politics of Assessment</td>
<td>3</td>
</tr>
<tr>
<td>DEE605</td>
<td>History of Disability in Education</td>
<td>3</td>
</tr>
<tr>
<td>DEE693</td>
<td>Disability Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>DEE690</td>
<td>Special Topics Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Electives

Each student is to choose program electives from areas that enhance the student’s doctoral program and which may include the following: Curriculum and Social Inquiry, Reading and Language, Language and Literacy, Educational Leadership, Educational Psychology, Technology in Education. Other electives are available and can be planned with the doctoral advisor.
Qualifying Inquiry

The qualifying inquiry (sometimes referred to as the qualifying exam), is taken after completion of the doctoral, research, and program core classes (with the exception of the last research course). The qualifying inquiry is to be passed by the student prior to formal work on the dissertation and advancement to candidacy for the Ed.D. degree.

Educational Leadership Doctoral Program

The Educational Leadership Doctoral Program is designed to prepare individuals to serve in school and school district leadership roles in the areas of administration and supervision. Based upon an articulated set of student outcomes, a set of belief statements and principles, and a model of instruction for its faculty, the program emphasizes the relationship between leadership and management. By combining course work and internship experiences, the program integrates theory, research, and practice into a cohesive plan of study for educational leaders. (Meets Illinois Type 75 and Superintendent endorsement)

Admission Requirements

In addition to admission requirements set forth by the Foster G. McGaw Graduate School, applicants for doctoral study in Educational Leadership are to document evidence of at least two years of leadership in the educational field. During the admission interview, the applicant is asked to share educational background, experience, career and research interests, and applicability of this program to the applicant’s goals.

If the applicant does not possess a Type 75 Administrative Certificate upon entrance to the program, it must be earned by the program’s completion.

Program Requirements 57 SH

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>57 SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Core</td>
<td>6</td>
</tr>
<tr>
<td>Research and Dissertation</td>
<td>21</td>
</tr>
<tr>
<td>Educational Leadership Core</td>
<td>24</td>
</tr>
<tr>
<td>Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

Educational Leadership Core 30 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL693</td>
<td>Educational Leadership Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Internship

The internship is designed for individuals to develop professionally in administrative practice through the application of theory and research. The intern’s responsibilities are defined by the cooperating administrator, intern, and academic advisor. The intern experience provides an opportunity for program planning, policy development, school improvement, community and staff relations, board relations, politics of governance and operations, and research.

The internship is offered under three options:

1. Full time for one academic year with a stipend paid by the cooperating organization
2. Part time for one academic year with one-half of the intern’s time reserved for personal and professional commitments and the other half reserved for service in the cooperating organization, which provides a partial stipend
3. Extended two academic years with the intern completing administrative projects assigned by the cooperating organization. The extension minimizes conflicts with personal and professional commitments.

Relation to Educational Specialist Program

The Educational Leadership Doctoral Program may be reduced by 30 semester hours if a student has completed an Ed.S. degree in the Educational Leadership Department at National-Louis University. A reduction of no more than 18 semester hours may be granted to students completing the Ed.S. degree at other institutions. Any reduction must be approved by the Educational Leadership Doctoral Program Coordinator.

Comprehensive Examination

Students must pass the Educational Leadership comprehensive examination is to be passed by the student prior to formal work on the dissertation and advancement to candidacy for the Ed.D. degree.
The Educational Psychology Doctoral Program

The Educational Psychology Doctoral Program is designed to help students integrate theory, research, and practice in the field of psychology and education. Through critical reflection on the literature and the practices in these fields, students gain a deeper understanding of the growth processes of individuals as well as those of learning communities. The Educational Psychology Doctoral Program offers two options: (1) Educational Psychology/School Psychology and (2) Educational Psychology/Human Learning and Development.

Educational Psychology/School Psychology Option

The doctoral level Educational Psychology/School Psychology option subscribes to the Scientist-Practitioner model and prepares individuals to work as psychologists in schools and other educational settings, to engage in research, to pursue clinical work in schools or other clinical settings, and to pursue academic teaching posts. Individuals completing this option may be eligible to apply to sit for the Illinois Clinical Psychology licensing examination.

Students in the Educational Psychology/School Psychology option fall into two groups: 1) students who are completing the certification program as part of the doctoral program, and, 2) students who have already completed the certification program and are currently working as school psychologists. Students completing the certification program as part of the doctoral program must take all the certification coursework in addition to the doctoral courses. Please see pages 241-242 for additional information about the School Psychology certification requirements.

After completion of all course requirements students must successfully complete the comprehensive examination before beginning their year-long doctoral internship in school psychology. NLU's School Psychology program is one of the four School Psychology doctoral programs in Illinois that sponsor the APA approved Illinois School Psychology Internship Consortium (ISPIIC). Students apply to ISPIIC to gain a doctoral level internship through the consortium.

Course Requirements

Each doctoral student is required to take doctoral core courses and research and dissertation courses. These required courses and their semester hour commitments are listed below. This common core represents areas of knowledge which the graduate faculty considers essential for all doctoral candidates in education. In addition to the core and research requirements, students will complete the Educational Psychology/School Psychology core, doctoral practicum, doctoral internship, and electives.

<table>
<thead>
<tr>
<th>Doctoral Course Requirements</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Core (see page 263)</td>
<td>6</td>
</tr>
<tr>
<td>Research/Dissertation (see page 263)</td>
<td>21</td>
</tr>
<tr>
<td>School Psychology Core</td>
<td>15</td>
</tr>
<tr>
<td>Doctoral Practicum</td>
<td>6</td>
</tr>
<tr>
<td>Doctoral Internship</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Degree Requirements</th>
<th>63</th>
</tr>
</thead>
</table>

Educational Psychology/School Psychology Option

Doctoral Core

| EPD659 | Studies in Family-School Partnerships and Relationship-Building | 3 |
| EPD660 | Advanced Studies in Cognition: Learning and Knowledge as Social Practices | 3 |
| EPD667 | Advanced Studies in Cognition: Learning through Design-Based Research in Schools | 3 |
| EPD668 | Advanced Studies in Social Issues Relevant to Education: Interpersonal Relationship in Culturally Diverse Educational Environments | 3 |
| EPD669 | Advanced Studies in Problem-Solving Special Education and School Psychology Service Delivery Systems | 3 |

Doctoral Practicum

| EPD692 | Doctoral Practicum in School Psychology | 6 |

This practicum is designed to broaden the applied skills of doctoral level school psychology students to include activities essential for the delivery of mental health services to children and youth in schools and other educational contexts. Practicum activities include early identification and intervention activities designed to promote mental health and resiliency. Doctoral students will work under the supervision of mental health professionals, such as a licensed doctoral level psychologist, and the university practicum instructor. A total of 600 practicum hours and 6 semester hour credits are required.

Practicum seminar

Students enrolled in the practicum must attend a bi-weekly seminar. The seminar, which is associated with the field experience, will be primarily problem-based, and will involve presentation, analysis, and discussion of actual practice experiences. Students may complete the practicum in either one or two years, and will participate in practicum seminars concurrently with their field experience. Students will typically
The School Psychology doctoral internship is a twelve-month full time experience in broad areas of school psychology, under the supervision of both university and license psychologists in the field. The internship goals, requirements, activities, evaluation, etc. have been developed and are delivered through the Illinois School Psychology Internship Consortium (ISPIC). The experience is designed to meet all the professional associations’ requirements for doctoral level School Psychology internship.

**Internship goals, activities, and methods of evaluation:**

Students begin the internship after completing the required coursework and after successfully passing the comprehensive exam. Students who elect to do their dissertation after the internship can take the Dissertation Proposal Seminar and the advanced research course during or after the internship, while they are working on the dissertation. To obtain an internship, students must apply to the Illinois School Psychology Internship Consortium (ISPIC) and participate in the National Matching Service. National-Louis University is one of the four Illinois Universities that sponsor the consortium, which is APA approved. (6 sh)

**Electives**

Elective courses are selected in consultation with an academic advisor.

Additional information about program policies and procedure, comprehensive examination, etc. is available in the NCE Doctoral Handbook.

**Educational Psychology/Human Learning and Development Option**

The Educational Psychology/Human Learning and Development option is designed to prepare individuals for leadership and research positions in a broad range of educational settings, universities, and continuing education programs for adults. Throughout the program, students critically reflect upon theory, research, and practice related to learning and development across the life span. Individuals whose undergraduate and masters degrees are not in psychology may be required to complete prerequisites in addition to the program requirements below.

**Course Requirements**

Each doctoral student is required to take doctoral core courses and research and dissertation courses. These required courses and their semester hour commitments are listed below. This common core represents areas of knowledge which the graduate faculty considers essential for all doctoral candidates in education. In addition to the doctoral core and research requirements, students complete one or two areas of minor concentration and electives.

**Doctoral Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Core (see page 263)</td>
<td>6</td>
</tr>
<tr>
<td>Research/Dissertation (see page 263)</td>
<td>21</td>
</tr>
<tr>
<td>Human Learning and Development Core</td>
<td>15</td>
</tr>
<tr>
<td>Minor Concentration</td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total Degree Requirements**

63

**Educational Psychology/Human Learning and Development Option Doctoral Core**

15

<table>
<thead>
<tr>
<th>Course</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPD659 Studies in Family-School Partnerships and Relationship-Building</td>
<td>3</td>
</tr>
<tr>
<td>EPD660 Advanced Studies in Cognition: Learning and Knowledge as Social Practices</td>
<td>3</td>
</tr>
<tr>
<td>EPD667 Advanced Studies in Cognition: Learning through Design-Based Research in Schools</td>
<td>3</td>
</tr>
<tr>
<td>EPD668 Advanced Studies in Social Issues Relevant to Education: Interpersonal Relationship in Culturally Diverse Educational Environments</td>
<td>3</td>
</tr>
<tr>
<td>EPD669 Advanced Studies in Problem-Solving Special Education and School Psychology Service Delivery Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Minor Concentration**

12

Students take twelve semester hours in one or two areas of minor concentrations which are designed to provide breadth of knowledge in areas relevant to Educational Psychology.

**Electives**

9

Elective courses are selected in consultation with an academic advisor.

Additional information about program policies and procedure, comprehensive examination, etc. is available in the NCE Doctoral Handbook.

**Doctoral Internship**

EPD690B Doctoral Internship in School Psychology 6

The experience is required to complete prerequisites in addition to the program undergraduate and masters degrees are not in psychology may be required to complete prerequisites in addition to the program requirements below.
Reading and Language Doctoral Program

The doctoral program in Reading and Language is designed to prepare graduates who are interested in school-based leadership positions, advanced clinical work, or college teaching. It is distinguished by a close blending of theoretical and practical courses and experiences so that graduates are prepared as professionals with the competence to make a difference in their jobs. Rigorous course work and carefully supervised internships in clinical supervision, teaching, research, staff development and evaluation constitute the core of the preparation experience.

Students interested in taking advanced courses in reading and language but are not interested in pursuing a doctorate should see page 252 for a description of the Educational Specialist (Ed.S.) degree program in Reading and Language.

Admission Requirements

Prior reading course work, teaching experience, and/or certification are required for entry to the Reading and Language Program.

These requirements include one graduate course in beginning reading, a second graduate course in comprehension or secondary/content area reading, a course in linguistics and a course in writing instruction.

For promising candidates not demonstrating such preparation, appropriate course work is required as a pre- or post-admission requirement.

Program Requirements 63 SH

Doctoral Core 6
Research, Dissertation 21
Reading and Language Core 23
Internship 6
Electives 7

In addition to the doctoral core and research and dissertation requirements of the Graduate School, doctoral students in Reading and Language are to complete four types of course work: a core of six courses on topics central to the study of reading and language; a variety of internships; advanced reading and language electives; and general electives. Individualization of programs occurs in the design of appropriate internship experiences and in the selection of advanced reading and language courses and electives. The course of study is planned by each student in consultation with the student’s program advisor in accord with the needs and objectives of each student.

Reading and Language Core

RLD600 Language, Linguistics, and Literacy 3

RLD601 Research in Early Literacy: Orthography and Word Recognition 3
RLD602 Reading Comprehension: Research and Application 3
RLD607 Theory and Research in Writing 3

Plus two of the following courses:

RLD603 Historical Issues in Literacy Research 2
RLD604 Current Issues in Literacy Research (may be taken more than once) 2
RLD606 Instruction and Staff Development in Reading and Language 3

The Reading and Language Core provides basic knowledge concerning the history of reading research, current issues, and research methodology, with intensive study of such topics as language development, early reading acquisition, comprehension, writing, and staff development in a small seminar format.

Internship

A total of six semester hours is required in internships, which may include diagnostic teaching, staff development, publishing and research experiences in such settings as the classroom, the school, the University, the reading clinic or the private sector. Internships provide the opportunity for a student to acquire and apply knowledge about reading in a practical setting under close supervision.

Graduate Electives

A minimum of seven semester hours graduate electives must be reading and language graduate courses. Additional 500 or 600-level reading and language course work are selected on the basis of the student’s professional goals.

Students who do not hold a Type 10 Reading Certificate on Type 10 Special Education Certificate, or who have not trained as Reading Recovery teachers may be required to complete a clinical sequence in literacy instruction. Such coursework may be included as electives. Students may petition the program if they have other clinical coursework in literacy.
Doctoral Degree Program
Offered Jointly Between
National College of Education
& College of Arts and Sciences

Community College Leadership
(Ed.D.)

The Community College Leadership Doctoral Program is part of both the Adult, Continuing and Literacy Education department of College of Arts and Sciences, and the Educational Foundations and Inquiry Department of National College of Education.

The Doctoral Program focuses on habits of mind, as well as operational knowledge, required of community college leaders. With regard to its focus on leadership, the program takes as its primary concern the study of how leaders lead and in particular how they become critically reflective practitioners.

The Program is designed for people working in community colleges who aspire to be a faculty leader, department chair, program director and coordinator, dean, vice-president and president. Its unique delivery system integrates academic study with practice and gives students the benefits of collaborative resources without interrupting their personal and employment obligations.

The Program is three years in length including an integrated dissertation process in a diverse cohort of approximately 15-20 learners. Coursework is offered over the initial two years and six months of the Program. Students participate in regularly scheduled class sessions; day and time designed to meet the needs of each cohort and two summer sessions (two weeks each summer). Guided study over the internet supports coursework. A dissertation clinic with faculty consultation is required to facilitate the completion of both the course work and dissertation within three years.

Admission Process

An annual admission cycle begins in April each year. Review of completed applications will begin on April 1 and will continue until the fall cohort is filled with qualified candidates. Notification of admissions will begin July 1. Candidates must have a master’s degree, experience in a higher educational institution (with a preference for three to five years as faculty or in a leadership role in a community college), and demonstrated skills in communication and writing consistent with doctoral study. Admission to the CCL doctoral program is highly competitive.

The application for admission includes the following:

- Completed application and non-refundable application fee.
- An official transcript showing completion of a Master’s degree from a regionally accredited institution. Completion of a bachelor’s degree must be verified.
- Three letters of recommendation.
- Professional resume.
- Personal statement describing the applicant’s expectations of the program and core beliefs regarding the role of leaders within the community college.
- A writing assignment involving a critical commentary on an article related to the community college.
- A faculty interview.

Courses are listed in their usual sequence, but the sequence can be adapted to the needs of a particular cohort. All the courses listed here are required.

<table>
<thead>
<tr>
<th>Course Requirements:</th>
<th>65 SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall - Year 1/Term I</td>
<td></td>
</tr>
<tr>
<td>CCL600</td>
<td>Introductory Seminar on the Community College System</td>
</tr>
<tr>
<td>CCL601</td>
<td>History &amp; Philosophy of Community College Education</td>
</tr>
<tr>
<td>CCL602</td>
<td>Socio-cultural Contexts of the Community College</td>
</tr>
<tr>
<td>Winter - Year 1/Term II</td>
<td></td>
</tr>
<tr>
<td>CCL603</td>
<td>Globalization and the Community College</td>
</tr>
<tr>
<td>CCL633</td>
<td>Technology in the Community College</td>
</tr>
<tr>
<td>Spring - Year 1/Term III</td>
<td></td>
</tr>
<tr>
<td>CCL610</td>
<td>Paradigms of Research: Multiple Ways of Knowing</td>
</tr>
<tr>
<td>CCL621</td>
<td>Adult Development and Learning for the Community College</td>
</tr>
<tr>
<td>Summer - Year 1/Term IV</td>
<td></td>
</tr>
<tr>
<td>CCL615</td>
<td>Research: Dissertation Concept Paper</td>
</tr>
<tr>
<td>Fall – Year 2/Term V</td>
<td></td>
</tr>
<tr>
<td>CCL605</td>
<td>Organizational Theory and the Community College</td>
</tr>
<tr>
<td>CCL620</td>
<td>Literature Review Seminar</td>
</tr>
</tbody>
</table>
### Winter – Year 2/Term VI
- CCL622 Human Resource Development for the Community College 3
- CCL623 Politics, Policy, and Law: Community College Issues 3

### Spring – Year 2/Term VII
- CCL625 Research Methodologies 3
- CCL626 Community College Leadership and Governance 3

### Summer – Year 2/Term VIII
- CCL627 Community College Finance 3
- CCL628 Strategic Planning and Management in the Community College 3

### Fall – Year 3/Term IX
- CCL630 Research: Advanced Data Collection and Analysis 3
- CCL631 Accountability, Evaluation, and Outcome Assessment 3

### Winter – Year 3/Term X
- CCL632 Student Affairs and Student Services in the Community College 3
- CCL604 Community Development through Partnerships 3

### Spring – Year 3/Term XI
- CCL699 Research: Dissertation Clinic 4
Course Descriptions

This section provides descriptions of all courses offered by National College of Education in the undergraduate and graduate programs. At the time of admission to graduate study, students, in consultation with an assigned advisor, select a program of study that best fits their needs and interests for which they have entrance qualifications.

The first three alpha designations are codes for department or discipline (ex. ECE222). The fourth character indicates level (ex. ECE222). The courses are listed in alphabetical and numerical order.

Numbering System

100-299 Lower undergraduate courses

Courses with these numbers are for undergraduate students (freshmen and sophomores). They carry no graduate credit, although graduate students may be admitted to such courses in order to make up prerequisites or to gain a foundation for advanced courses.

300-399 Middle to upper level undergraduate courses

Courses with these numbers typically constitute the junior portions of an undergraduate program leading to the bachelor’s degree.

400-499 Upper to advanced level undergraduate courses

Courses with these numbers typically constitute the senior portions of an undergraduate program leading to the bachelor’s degree. Upon designation of the department, or approval of the student’s advisor only, a 400-level course may be taken for graduate credit.

500-599 Master’s level

600-699 Doctoral level

Department/Discipline Codes

CCD-Doctoral Core
CCL-Community College Leadership
CIC-Curriculum and Instruction
CIG-Curriculum and Instruction - Education of the Gifted
CIH-Curriculum and Instruction - Humanities Education, Art and Music Education Education
CII - Instructional Media and Library Services
CIL-Curriculum and Instruction - Language Minority Education
CiN-Curriculum and Instruction - School Nurse
CIS-Curriculum and Instruction - Social Studies Education
CIT-Curriculum and Instruction - Teaching for Conceptual Integration
CIW-Curriculum and Instruction - Health Education
CSI-Curriculum and Social Inquiry
DEE-Disability and Equity in Education
ECE-Early Childhood Education
EDL-Educational Leadership
ELE-Elementary Education
EPD-Educational Psychology, Doctorate
EPS-Educational Psychology
ESR-Educational Statistics and Research
FND-Foundations
IDS-Interdisciplinary Studies
MHE-Mathematics Education
MLE-Middle Level Education
RLD-Reading and Language, Doctorate
RLL-Reading and Language - Literacy
RLR-Reading and Language - Reading
RLW-Writing
SCE-Science Education
SEC-Secondary Education
SPE-Special Education
TIE-Technology in Education

490 Independent Study

Provides undergraduate students in degree or certificate programs an opportunity to pursue advanced scholarly study in special areas where they seek further information or to investigate a practical problem in their area of professional interest. Special forms, obtained in the Office of Admissions and Records, must be completed and are required for registration.

495 Special Topic

Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript. There is no limit on the number of 495 courses which can apply to the degree, although each topic may be taken only once.

499 Seminar

Library research, discussions with peers and instructors, and field work in a selected area of interest.

581-589 Workshop

A workshop is intended to provide students with direct and focused experiences on specific topics, materials and/or approaches. A maximum of 6 semester hours of workshop credit may be applied toward a degree. The appropriateness of acceptability of workshops for degree credit should be determined in consultation with the student’s advisor.
594 Independent Study

An independent study provides an opportunity for students to pursue advanced scholarly study in special areas where they seek further information, or wish to investigate a practical school problem. Special forms may be obtained from the Graduate Administrative Office and must be signed by the student’s instructor, the student’s advisor, and the dean of the graduate school. Prerequisite: Admission to degree program. On-campus registration.

599 Thesis

A thesis, required of all Master of Science in Education students, is a formal written document which investigates a theory or particular point of view and which is the result of disciplined inquiry. The student should present the thesis proposal signed by all members of the student’s committee at the time of registration for thesis credit. Prerequisite: ESR503, ESR506 or ESR507, and permission of thesis advisor. On-campus registration.

699 Dissertation

Required of all doctoral students. The dissertation is initiated and produced by the student under the guidance of a dissertation committee. Guidelines for dissertation proposal and final document are outlined in the Doctoral Program Handbook. Prerequisites: Satisfactory completion of comprehensive doctoral exam and ESR604.

CCD-Doctoral Core

CCD610A  Doctoral Core I
Doctoral Core I is required for all NCE doctoral students. The course explores contemporary educational issues and debates related to five core themes—equity, social justice, cultural diversity, progressive education, and democracy—with particular emphasis on their interrelations of the themes. Students engage in and share inquiries that blend theory, research, and practice. A field-based inquiry is required for this course. Prerequisite(s): Doctoral standing. 3 semester hours

CCD610B  Doctoral Core II
Doctoral Core II is required for all NCE doctoral students. The course explores contemporary educational issues and debates related to five core themes—equity, social justice, cultural diversity, progressive education, and democracy—with particular emphasis on their interrelations of the themes. Students engage in and share inquiries that blend theory, research, and practice. A field-based inquiry is required for this course. Prerequisite(s): CCD610A. 3 semester hours

CCD690  Seminar: Special Topics in Education
A doctoral seminar dealing with current issues in education.

Students can take the seminar for up to 6sh. If taken more than one time, students must register for seminar on different topics. Prerequisites: Doctoral standing or consent of instructor. 1-3 semester hours

CCD694  Independent Study/Doctoral
An independent study in one’s area of interest. The independent study must be supervised by or done in collaboration with a faculty member and can be taken for no more than a total of 6 semester hours. Prerequisite(s): Doctoral standing or consent of instructor. Consent of advisor and program director. 1-6 semester hours

CCD699A  Dissertation: Curriculum and Social Inquiry
An independent study course in which the student works on a research dissertation under the supervision of faculty members. Prerequisite: Doctoral standing and consent of instructor. 1-6 semester hours

CCD699AX  Dissertation Continuation: Curriculum and Social Inquiry
Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCD699A. 0 semester hours

CCD699B  Dissertation: Educational Leadership
An independent study course in which the student works on a research dissertation under the supervision of faculty members. Prerequisite: Doctoral standing and consent of instructor. 1-6 semester hours

CCD699BX  Dissertation Continuation: Educational Leadership
Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCD699B. 0 semester hours

CCD699C  Dissertation: Reading and Language
An independent study course in which the student works on a research dissertation under the supervision of faculty members. Prerequisite: Doctoral standing and consent of instructor. 1-6 semester hours

CCD699CX  Dissertation Continuation: Reading and Language
Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCD699C. 0 semester hours

CCD699D  Dissertation: Educational Psychology
An independent study course in which the student works on a research dissertation under the supervision of faculty members. Prerequisite: Doctoral standing and consent of instructor. 1-6
COURSE DESCRIPTIONS

semester hours

CCD699DX Dissertation Continuation: Educational Psychology
Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCD699D. 0 semester hours

CCL-Community College Leadership

CCL600 Introductory Seminar on the Community College System
The course is designed to introduce the student to and/or provide the opportunity to reflect upon higher education as: the location of your educational experiences; the environment in which you participate in professional practice; an organizational entity; the subject of scholarly research; and an economic, social, cultural, and political institution within American society. The course acquaints graduate students with the study of the community college higher education system as an interdisciplinary field of study that bridges practice, theory, and empirical and other forms of research. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 1 semester hour

CCL601 History and Philosophy of Community College Education
This course is designed as an introductory overview of the historical antecedents and development of Community Colleges and an overview and analysis of the philosophical and theoretical foundations. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL602 Sociocultural Contexts of the Community College
This course examines community colleges as complex sociocultural settings affected by political, sociological and historical contexts. Students will integrate theoretical readings with fieldwork to analyze dynamics that influence work--programs, management, administration, mission and vision set by the Board for the college--within the institutional settings of community colleges, within families, and within communities. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL603 Globalization and the Community College
In this course, students will examine globalization, its many facets, complexities, paradoxes, and controversies, especially as these affect the mission and work of the community college. The impact of globalization on the current and future lives of community college students--on workplace mobility and the consequent instability of labor markets--will be emphasized. Students will demonstrate their personal understanding of how economic, socio-political and cultural forces of globalization might influence local communities, nation-states, multicultural and transnational societies, agencies, and organizations. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL604 Community Development Through Partnerships
Participants will learn to design, monitor, and evaluate participatory community development projects framed within the mission of the community college. Special emphasis is placed on the relationship between organizing and capacity building and the sustainable development of communities. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL605 Organizational Theory and the Community College
Examines the organization of community colleges and other institutions relative to advances in Systems, Chaos, and Complexity theory, with a special emphasis on the role of leaders in these institutions. Students will apply these varied theoretical frameworks to their own experiences of organization within the community college. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL610 Paradigms of Research: Multiple Ways of Knowing
In this course, students explore multiple theories of knowledge and research and their enactments in diverse community college contexts. Students investigate the nature and language of epistemological claims as they are created and legitimized through scientific, philosophical, historical, cultural, and personal renditions of knowledge. Students examine the implications of specific paradigms of knowledge for critiquing, conceptualizing, conducting, interpreting, and using research in their immediate settings. Critical reflections on the intersections of knowledge, power, identity and context are emphasized throughout the course. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL615 Research: Dissertation Concept Paper
An intensive immersion workshop in which students review the research elements of the dissertation process and develop a concept paper describing the project, its guiding questions, directions for the development of a literature review, and the significance of the project for practice. This concept paper will be a working draft of the dissertation proposal to be completed in subsequent semesters. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 6 semester hours
CCL620  Literature Review Seminar
This course introduces elements of critical review of literature and other resources related to doctoral research. Emphasis will be placed on critique and comparative analysis of the literature, discernment of gaps in existing research, and identifying conceptual and theoretical frameworks grounded in the work of others. Prerequisite(s): Admission to the Community College Leadership doctoral program. 3 semester hours

CCL621  Adult Development & Learning for the Community College
Reviews current theory and advanced research on adult development and learning and critically examines claims for distinctive forms of adult cognition. Analyzes cultural and social influences on adult learning and the place of adult learning in the lifespan. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL622  Human Resource Development for the Community College
This course provides a comprehensive overview of human resource development from its historical evolution to current methods, trends, and issues. A number of HRD functions—including training, staff development, personnel management, and the development of the college and its programs and services—will be explored. Participants will examine both the theory and practice of designing, implementing, evaluating, and managing effective HR divisions within an organization, as well as the ways HR related to other departments within the college. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL623  Politics, Policy, and Law: Community College Issues
In this course, students will examine Illinois community colleges in relation to the Community College Act, as well as general community college issues in relation to current legal, political, and economic factors that affect the American community college. Students will critically examine the basic assumptions and social forces that influence current educational policy making efforts with an emphasis on their legal, economic, and political underpinnings. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL625  Research Methodologies
Reviews and critiques different research methodologies in education. Provides opportunities to select appropriate research methodologies for diverse research projects. Students will prepare a preliminary draft of the research methodology section of their dissertation. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL626  Community College Leadership and Governance
The course is designed to actively investigate the roles of leaders and leadership within the contemporary community college setting. Attention will be given to concepts and practices endemic to administration, models for governance, administrative structure and operations, decision making and leadership. This course is intended to provide the student with theoretical and practical background on issues related to community college leadership, institutional effectiveness, and quality management. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL627  Community College Finance
This course is designed to provide non-financial managers and prospective community college leaders with a working knowledge of budget planning and management techniques and practices related to community college finance. Students are exposed to the art of building budgets, from the fundamentals of budget building to how budgets are influenced, finalized, and monitored. A background in economics is neither required for the course nor assumed by the professors. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL628  Strategic Planning and Management in the Community College
This course focuses on the theory and practice of strategic planning and strategic management in higher education. The course will cover various models and approaches to designing and conducting strategic planning. Students will be exposed to and practice using tools for strategic planning including its phases of planning, implementation, and evaluation. The course will emphasize a "big picture" systems perspective for implementation rather than merely long term planning. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of professor. 3 semester hours

CCL630  Research: Advanced Data Collection and Analysis
Reviews data collected in relation to a dissertation in progress and provides a forum for critique of preliminary analysis and further refinement of collection and analysis procedures. Prerequisite(s): Admission to the Community College Leadership doctoral program. 3 semester hours

CCL631  Accountability, Evaluation, and Outcome Assessment
This course provides an overview of the need to demonstrate the administrative and academic effectiveness of community colleges and their programs. Various tools, techniques, and approaches for assessment and evaluation are examined for the
distinctive areas within the institution: student outcomes, program and departmental evaluations, program certification and institutional assessment and accreditation. Students explore formal systematic and structured assessments and evaluations used to obtain performance information and data to measure the activities, characteristics, effectiveness, and efficiency of programs, departments and the institution as a whole. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of professor. 3 semester hours

CCL632 Student Affairs and Student Services in the Community College
The course provides an overview to the student affairs and student services in the community college by examining the history, purposes, & organization of the department. Student affairs functions are explored with special emphasis on admissions and registration, financial aid, records, counseling and advising, and the student activity programs. Enrollment management issues and concerns are examined along with data collection and reporting requirements for college admission, retention, progression, and promotion processes. Prerequisite(s): Admission to the Community College Leadership doctoral program or permission of the professor. 3 semester hours

CCL633 Technology in the Community College
Explores current technologies serving both programs and infrastructure--PeopleSoft and Banner, interactive video, online courseware, multimedia, and computerized instruction- in the context of best practices in Community Colleges. This course, grounded in each college's Facility Master Plan, will evaluate the uses of technology as well as its costs and how these costs are realized within the college's budget. Prerequisite(s): Admission to the Community College Leadership Doctoral program or permission of the professor. 3 semester hours

CCL699 Research: Dissertation Clinic
Reviews and strengthens students’ work by assessing research in progress, including methodology, literature review, data collection and analysis, and conclusions. Prerequisite(s): Admission to the Community College Leadership doctoral program. 4 semester hours

CCL699X Dissertation Continuation
Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCL699. 0 semester hours

CIC-Curriculum and Instruction - Core

CIC500 Curriculum Theory: Historical and Philosophical Perspectives
This course is concerned with the theoretical foundations of the field of curriculum and their applications. 2 semester hours

CIC503 Curriculum Design and Evaluation
This course examines curriculum, instruction, assessment, and evaluation as interrelated components. Focus is placed on making informed decisions about how the processes of design and evaluation support enduring understanding. Participants actively engage in comprehensive study of the theory, history, values and politics that impact curriculum today, evaluating curriculum through the lenses of comparative study of curricular recommendations over time. Prerequisite(s): CIC503 - 2SH component prerequisite: Admission or application for admission to the C&I Program CIC503 - 1SH (field) component prerequisite: Admission to the C&I Program; Submission of acceptable C&I midway portfolio (for students who have completed 15SH toward their degree); Completion of CIC592 (1SH) with a minimum grade of B; Completion of CIC503 (2SH) with a minimum grade of B

CIC504 Instructional Decision Making
This course examines the critical role of the teacher in the instructional decision making process. Focus is placed on analyzing various teaching practices in relation to their underpinning assumptions and current research. Prerequisite(s): Admission to the C&I program; Completion of CIC592 (1SH) with a minimum grade of B; Completion of CIC503 (2SH) with a minimum grade of B; Submission of acceptable C&I midway portfolio (for students who have completed 15SH toward their degree).

CIC517 The New Teacher as a Reflective Practitioner
This workshop is designed to prepare new teachers to reflect on their teaching, to assess the strengths and weaknesses of their performance, and to identify factors to consider and techniques to utilize in order to bring about improvement. Participants will assemble written documentation providing evidence of classroom performance related to the Illinois Professional Teaching Standards. Emphasis will be placed on use of subject matter to determine learning goals, adaptation and modification of curriculum, design of activities and selection of materials to align with standards, and design of activities and implementation of successful assessment strategies. Completion of the course will lead to eligibility for the Standard Teaching Certificate. Prerequisite: Initial Teaching Certificate. 1-4 semester hours

CIC528 Curriculum and Instruction I: Theories, Foundations and Contexts
Participants examine the theoretical, historical, multicultural, social, and political foundations of curriculum which serve as frameworks for examining the curriculum and instruction experienced by students and teachers in classrooms. The course consistently investigates the personal dimensions of curriculum decision making and instruction methodology as contexts for interpreting these frameworks. Participants develop and support a professional development plan documented in a portfolio. Participants explore ways to integrate technology into their professional work while enhancing their own technology skills. Prerequisites: Admission to the M.Ed. IDS Program, a
field-based model. 3 semester hours

CIC529  Curriculum and Instruction II: Analysis and Application

Students analyze and apply conceptual frameworks of curriculum and instruction to focused areas of study, such as: (1) assessment, grouping practice/tracking, inclusion, integrative curriculum, technology; (2) research and application in selected content areas; (3) exploration of primary, intermediate, middle, secondary, and/or adult levels as contexts for curriculum and instruction. Participants explore ways to develop and support a professional development plan documented by a professional portfolio. Participants integrate technology into their professional work. Prerequisite(s): Admission to the M.Ed IDS Program, field-based model. 3 semester hours

CIC583  Workshop/Curriculum and Instruction/Contemporary Issues
1-4 semester hours

CIC584  Workshop/Curriculum and Instruction/Curriculum Materials
1-4 semester hours

CIC585  Workshop/Curriculum and Instruction/Instructional Practices

Cooperative learning theory and the effectiveness of cooperative learning methodology will be reviewed. Participants will experience cooperative learning throughout the course by means of cooperative strategies, heterogeneous grouping, team and class building, skill development, scoring and recognition, as well as classroom and lesson management. An emphasis will be placed on cooperative learning for multilingual and multicultural classes. Prerequisite: CIL500. 3 semester hours

CIC587  Workshop/Curriculum and Instruction/Management and Discipline
1-4 semester hours

CIC591  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): C&I students: Approval by academic advisor; IDS students: Admission to the Interdisciplinary Studies Program in Curriculum and Instruction and completion of Term I. 1-3 semester hours

CIC592  Seminar: Educational Inquiries

This course provides an integrating experience for students in the Curriculum and Instructional program concentrations. Students analyze the interrelatedness of relevant educational issues and engage the skills of reflective practice as they examine their professional goals, understandings, development, and contributions to the profession. Prerequisite(s): CIC592 (1SH component) prerequisite: Admission or application for admission to the C&I program/ CIC592 (2SH component) prerequisites: Completion of or concurrent registration in CIC503 (1SH field); Completion of CIC504 (3SH) with the minimum grade of B; Submission of acceptable C&I midway portfolio (for students who have completed 15SH toward their degree).

CIC594  Independent Study/Curriculum and Instruction

The purpose of this independent study in curriculum and instruction is to provide participants with the opportunity to investigate a topic, problem, or issue of specific relevance to their work with singular focus and depth. The topic(s) of choice may or may not be directly linked to classroom practice but should be of relevance to their individual goals and professional aspirations as a teacher. Prerequisite(s): none. 1-3 semester hours

CIC595  Selected Topics in Curriculum and Instruction

This course provides the student with the opportunity to explore current or specialized topics in the field of curriculum or instruction. 1-6 semester hours

CIC599  Thesis

Required of all Master of Science in Education students; a formal written document that integrates a theory or particular point of view and results from disciplined inquiry. 4 semester hours

CIC599X  Thesis Continuation

Continuous registration required until thesis is complete. Prerequisite(s): Masters standing, consent of instructor, and prior registration for the required number of hours in CIC599. 0 semester hours

CIG-Curriculum and Instruction - Education of the Gifted

CIG500  Identification and Characteristics of Gifted and Talented

This course provides a foundation for understanding the gifted and talented child and adolescent. It includes identification and characteristics of the gifted, history and philosophy of gifted education, investigation of the research on the talented, the gifted, and an overview of instruments for measurement of intelligence. 3 semester hours

CIG513  Contemporary Issues in Gifted Education

This course includes the study of the special needs of gifted students, counseling and guidance of the gifted, as well as of diverse populations in gifted; i.e., bilingual, handicapped, disadvantaged, highly gifted. Current research in gifted education is also studied. Prerequisite: CIG500. 3 semester hours
CIG585 Workshop/Gifted Education/Instructional Practices
1-4 semester hours

CIG591 Field Study/Gifted Education
This field experience provides teachers with an opportunity to blend an in-depth inquiry into the major issues and topics of gifted education with first-hand observation, planning, and co-teaching in a gifted program. Note: This course may be repeated for a maximum of 3 semester hours. Prerequisite(s): None. 1-3 semester hours

CIG594 Independent Study/Education of the Gifted
1-3 semester hours

CIG596 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

CIL-Curriculum and Instruction - Humanities Education, Art and Music Education

CILH555 Theory and Methods of Teaching Art
Professional course in teaching art in the elementary school. Students research theories of art education and develop a complete K-9 elementary school art curriculum. Topics include: organizing an art center, classroom management, and ordering art materials and equipment resources for an art teacher. Attention given to content not treated in CIE 222. (Required for art concentration.) Prerequisite: Permission of Art Department. 3 quarter hours

CILH582 Workshop/Art Education/Topic
1-4 semester hours

CILH583 Workshop/Art Education/Art History and Culture
1-4 semester hours

CILH585 Workshop/Humanities Education/Instructional Practices
1-4 semester hours

CILH587 Workshop/Music Education/Instructional Practices
1-4 semester hours

CILH591A Field Study/Art Education
An original exploration of a problem of issues in the field of art education. 1-6 semester hours

CILH594 Independent Study/Humanities Education
1-3 semester hours

CILH595 Selected Topics/Humanities Education, Art and Music Education
1-4 semester hours

CIL-Curriculum and Instruction - ESL and Bilingual Education

CILH500 Foundations of ESL and Bilingual Education
This course provides participants with an understanding of the historical, political, sociocultural, and educational concepts and issues that affect linguistically and culturally diverse students in the schools. The course considers local, state, and federal policies regarding entitlement and appropriate school services for English language learners, and important program models. Current theories of Second Language Acquisition (SLA), bilingualism, and sociocultural theories are explored for their pedagogical implications, and specific program models within and outside the U.S. are examined for their contributions to student academic achievement. Prerequisite(s): none. 3 semester hours

CILH501 Introduction to Linguistics for TESOL
This course introduces the following dimensions of linguistics: language and the brain, first and second language acquisition, major components of linguistics (phonetics, phonology, morphology, syntax, semantics, and sociolinguistics), cognition and learning, and communicative competence. Emphasis is placed on implications for ESL and bilingual education teachers. Prerequisite(s): none. 3 semester hours

*Note: This course may be substituted for CIL512 Reading in a New Language: Linguistic Considerations for the ESL approval.

**For Adult TESOL, please note: A four workshop series focusing on the adult ESOL practitioner is offered through the College of Arts and Sciences under the prefix APL486. The workshops can be used for elective credit toward the ESL/Bilingual Concentration, but cannot be substituted for the ESL or Bilingual approval courses.

CILH504 ESOL Instructional Methods and Materials
This course will focus on the instructional practices that help children acquire a second language and master subject matter. Students will learn appropriate methodology, adapt and integrate Best Teaching Practices, and learn how to adapt units and lessons for LEP students in elementary and middle school. Socio-cultural theories are explored for their pedagogical relevance, and specific program models and materials are examined for their contributions to academic achievement. 2 semester hours

CILH505 Methods & Materials for Teaching English as a Second Language
This course prepares teachers in methodology for teaching language and content to English Language Learners (ELLs). Participants consider historical and current ESL program
models and second language acquisition theories, pedagogy, and methodology. Students are guided in creating and presenting teaching units and lessons based on various methods, approaches, and techniques. Participants discuss the selection, use, and evaluation of books, multimedia, and other materials. Students apply relevant federal, state, and local learning and assessment standards to their teaching.

Prerequisite(s): none. 3 semester hours

CIL506 Methods and Materials for Teaching Bilingual Education

This course prepares teachers in methodology for teaching language and content to English Language Learners (ELLs) in bilingual education programs. Participants critically examine bilingual education program models and theories of bilingualism, literacy, first and second language acquisition, and transfer of skills and content knowledge between first and second language. Participants are guided in creating a teaching unit and adapting and presenting lessons using various methods, approaches, and techniques. Participants discuss the selection, use, and evaluation of books, multimedia, and other materials in the first and subsequent languages. Participants examine the application of relevant learning and assessment standards to their teaching.

Prerequisite(s): none. 3 semester hours

CIL510 Assessment of ESL and Bilingual Education Students

Participants explore issues of assessment of second language learners as they are situated within larger historical, social, cultural, and political contexts. Participants use theoretical models that account for the intersection of second language acquisition and academic achievement as a basis for creating and evaluating appropriate instruments for second language learners. Participants analyze the ways that second language learners are diverse and discuss issues in equitable assessment of diverse learners. Participants examine and review relevant state standards for content matter learning and language proficiency, and examine how these are assessed in mandated, large-scale assessment and in classroom assessment (traditional and alternative). 3 semester hours

CIL512 Reading in a New Language: Linguistic Considerations

Through review of research, study of best practices, and critical reflection, the process of reading in a new language is examined in comparison to reading in a first language. Differences between the first and second languages’ writing and grammar systems and transfer from the first to a new language are discussed. Principles, methods, and techniques for developing second language reading proficiency are described and analyzed. External influences on literacy, such as home literacy practices, cultural views toward education and the school system, and affective aspects are considered, as well as the relationship between second language reading and writing development.

Prerequisite(s): none. 3 semester hours

CIL531 Cross Cultural Education

This course examines the impact of culture on society and the educational system, and the importance of culture in addressing the needs of immigrant students. It explores the dynamic processes of acculturation and cultural conflict. Participants examine the role of culture in the American educational system and how ethno-linguistic groups contribute to the dynamics of the classroom. Participants examine behavioral expectations and learning styles of students from different backgrounds and how teacher expectations can affect perceptual judgements of students. Participants design culturally relevant instruction to further the academic success of diverse groups, and learn ways to foster collaborative learning environments. Prerequisite(s): none. 3 semester hours

CIL532 Technology Applications for Linguistically and Culturally Diverse Students

The use of computers and interactive media in linguistically and culturally diverse classrooms is discussed in relation to current research. The selection and use of software and interactive media for use within content area instruction is also presented. Demonstrations of software programs and hands-on activities are incorporated into this course to provide teachers with the information necessary to successfully integrate technology into their classrooms. Prerequisite: CIL500. 3 semester hours

CIL583 Workshop/Bilingual and Multicultural Education/Contemporary Issues

1-4 semester hours

CIL584 Workshop/Bilingual and Multicultural Education/Curriculum Materials

1-4 semester hours

CIL585 Workshop/Bilingual and Multicultural Education/Instructional Practices

1-4 semester hours

CIL594 Independent Study in Bilingual and Multicultural Education

Provides an opportunity for students to pursue advanced scholarly study or investigate a practical school problem related to bilingual and multicultural education. 1-4 semester hours

CIL595 Topics in Bilingualism and Education

1-3 semester hours

CIN-Curriculum and Instruction - School Nurse

CIN500 Introduction to Public Health Nursing—Theory and Practice

This two-semester hour course consists of classroom experience plus practicum components. It offers concurrent theory and nursing experience in community health nursing. The focus of the community health nursing component is on the role of the nurse in settings other than in-patient hospital settings.
These settings allow for nursing practice at all levels in the provision of holistic health care and the ability to effectively communicate with others. 2 semester hours

CIN508 Community Health: Nursing Practice, Theory and Contemporary Problems
This course consists of both classroom and supervised practicum components. It offers concurrent theory and nursing experience in community health nursing. It is also designed to assist the student to identify leading health problems in the community. The focus of the community health nursing component is on the role of the nurse in settings other than inpatient hospital settings. These settings allow for nursing practice at all levels in the provision of holistic health care and the ability to communicate with others. The course further allows the student to observe in a variety of health agencies in order to acquire and understanding of the different functions and services offered in community agencies in the public, private and voluntary sectors. 3 semester hours

CIN510 Physical Assessment for School Nurses
A practical course with a focus on developing and refining assessment skills which include interviewing technique and physical examination techniques tailored to meet the needs of nurses practicing in school settings. Content will include the performance of a complete physical examination on a school-aged child. Physical assessment skills will be discussed, practiced, applied within the framework of the nursing process of assessment, diagnosis or problem identification, planning, intervention, and evaluation. Prerequisite(s): The student must be a certified school nurse or a nurse studying to become a certified school nurse with a baccalaureate degree. 2 semester hours

CIN560 Issues in School Nursing
In this culminating course, students will have the opportunity to review and synthesize course material and to consolidate internship experiences. The focus will be on the legal and organizational aspects of the public schools, the administration of the school health program, and the role of the school nurse as a health educator. This course is taken concurrently with the school nurse internship. 2 semester hours

CIN582A Workshop for Nurses Working in the Schools
This workshop is designed as an orientation or an update for Registered Nurses working in the school health office. The content of the workshop addresses areas with which the nurse should be familiar in order to serve the health needs of the children in the school. Other areas include: record keeping, writing reports, communication with parents, faculty, and staff, and the coordination of services with the Certified School Nurse. Prerequisite(s): none 1 semester hour

CIN590 School Nurse Internship
A ten-week supervised experience providing the school nurse intern an opportunity to explore school nursing methods, materials, and programs in public schools under the direct supervision of a certificated school nurse. An issues-related course in School Nursing is taken concurrently. Placement is in consultation with the program coordinator. 4 semester hours

CIS-Curriculum and Instruction - Social Studies Education

CIS480A Methods of Teaching Social Studies
This course is focused on theory, curriculum, methods and materials pertaining to the teaching of Social Studies in the elementary classroom. Prerequisite: Admission to National College of Education. 4 quarter hours

CIS480B Methods for Teaching Social Studies
This course applies methods of teaching social studies in the elementary school curriculum. Students will learn to demonstrate social studies methods related to effective instruction in and for a pluralistic democracy. Year long planning, unit planning and lesson implementation with a pattern of varied instructional strategies designed for student success is stressed. Admission to M.A.T. program or consent M.A.T. program director required. Prerequisite: EPS500, EPS510, FND 504. 2 semester hours

CIS500 Methods and Materials for Teaching Social Studies in the Elementary School
Provides awareness of the currently developing trends in the broad area of the social studies in elementary education. Special attention is given to ways of fostering the basic skills required in group cooperation, the understanding and use of abstract concepts, the interpretation of social data and its application to social living, the techniques of social inquiry, and the assessment of values. Students are encouraged to pursue special studies related to individual concerns in teaching. 2 semester hours

CIS502 Trends In Teaching Social Studies
This seminar explores current issues and trends in social studies education within the contexts of education generally and American society. Students will examine the development of social studies historically with special emphasis on the last several decades. 3 semester hours

CIS504 Asian Cultures/Language & Education
2 semester hours

CIS505 Asian American Experience: A Historical Perspective
2 semester hours

CIS506 Geographic Perspectives: Human Environmental Interaction
This course examines the ways that people have interacted with the natural environment over time in different places related to the social studies curriculum in grades 6-12, especially world history and culture and American history. Through readings, discussion,
and written assignments that include instructional planning and implementation, students will learn how human-environmental interaction affected the history, geography, political systems, economic systems, and social systems of various cultures. Learning content and applying it to the classroom is stressed. 3 semester hours

CIS507 Studying the World
From an international perspective, this course explores various topics and themes related to the teaching of world history and cultures in grades 6-12. Students will learn important world history and cultures concepts and content through readings, discussion, and written assignments that include instructional planning and implementation. Learning content and applying it to classroom instruction is stressed. 3 semester hours

CIS508 Democracy and Diversity in the United States
This course provides students with an opportunity to develop a research project on a topic related to democracy and diversity. The interplay between these two concepts has been a major dynamic in the development of the United States and a primary theme of the study and teaching of American history and culture. Learning content, conducting professional social science research, and applying findings to curriculum and instruction will be stressed. 3 semester hours

CIS509 Technology and innovation in United States and World Civilizations
In this course, students will conduct research on the interplay between technology and innovation. The interplay between these two concepts has been a major dynamic in the development of the world and an increasingly prominent theme in the study and teaching of history and culture. Learning content, conducting professional social science research, and applying findings to curriculum and instruction will be stressed. 3 semester hours

CIS510 Concepts in Social Science/Economics
Exercises and activities make economic concepts meaningful and useful to elementary and middle school teachers. 2 semester hours

CIS511 Concepts in Social Science/Anthropology
Culture, language, race, diffusion, and change as key ideas for understanding diverse groups within the United States and around the world. Practice in using and adapting for the classroom the research tools of anthropology. 2 semester hours

CIS512 Concepts in Social Science/Geography
Students will study the five themes of geography: location, place, human interaction with the environment, movement, and region. 2 semester hours

CIS515 Teaching United States History and Culture
This course explores significant content topics and themes related to the teaching of United States history and cultures in grades 6-12. Students will learn important history and cultures concepts and content through readings, discussion, and written and/or media assignments that include instructional planning and implementation. The emphasis is on learning disciplinary content and applying it to classroom instruction that accommodates the needs to build literacy, thinking, and communication abilities as well as to infuse technology into instruction, to differentiate instruction, to meet standards, and to assess all aspects of the teaching and learning process, especially student performance. Prerequisite: six semester hours of U.S. History. 3 semester hours

CIS516 Teaching the Local Community
This course explores various topics related to the teaching of local community history and culture in grades 6-12. Local community is defined as the neighborhood and the municipal form of government, most particularly suburb or city. Special emphasis is placed on the city of Chicago and the surrounding metropolitan area. Students will learn important history and cultural concepts and content through development of curricular materials and activities. 2 semester hours

CIS 520 Area Study
Provides an understanding of the peoples of a particular cultural region; noting social, political, economic, religious, and aesthetic similarities as well as diversities. Includes enough history to understand contemporary affairs and foreign policy. 2 semester hours

CIS583 Workshop/Social Science Education/Contemporary Issues
1-4 semester hours

CIS585 Workshop/Social Science Education/Instructional Practices
1-4 semester hours

CIS587 Workshop/Social Science Education/Cultural Studies
1-4 semester hours

CIS591 Field Study / Social Science Education
1-4 semester hours

CIS591A Field Study/Social Science Education/Mexico
This course provides factual knowledge, along with direct observational experiences, and the honing of reflective and interpretive skills for understanding and teaching Mexican Americans, the largest language minority group in the United States, through their heritage culture: ancient Mesoamerican and the history, cultures, and geography of Mexico. The course begins with an orientation and class meetings in the United States (e.g., Chicago). Then participants travel as investigative explorers to Mexico where the coursework continues, and they learn to relate their knowledge to intercultural education and communication with
Mexican Americans in the United States. 1-4 semester hours

CIS594  Independent Study/Social Science Education
Issues, perspectives, and practices in different cultural, geographic, and socioeconomic learning environments are identified and compared. 1-3 semester hours

CIS595  Selected Topics in Social Studies Education
Provides the student with the opportunity to explore current or specialized topics in the field of social services education. 1-4 semester hours

CIT - Curriculum and Instruction – Teaching for Conceptual Integration

CIT501  Teaching for Conceptual Integration in Reading / Language Arts and Mathematics
The course focuses on how student learning can be enhanced when a teacher blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of reading / language arts and mathematics. Assertions that cross these school subjects include: sign systems (language and mathematics) are used to represent ideas and to communicate to others; thought and sign systems are related and have levels of abstraction; language and figures of speech are used to facilitate the understanding of mathematical concepts; sign systems cross cultures; sign systems facilitate problem solving. This course is designed primarily for M.Ed., M.S.Ed, C.A.S. students. M.A.T. students need approval of TCI Concentration Coordinator. 3 semester hours.

CIT502  Teaching for Conceptual Integration in Science and Social Studies
The course focuses on how student learning can be enhanced when a teacher blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of science and social studies. Assertions that cross these two school subjects include: concepts such as systems and order can be blended across physical, biological and social systems; connections between scientific literacy and informed decision making should be investigated; the relationship between science and society, science in society should be examined. This course is designed primarily for M.Ed., M.S.Ed, C.A.S. students. M.A.T. students need approval of TCI Concentration Coordinator. 3 semester hours.

CIT503  Teaching for Conceptual Integration in Reading / Language Arts and Social Studies
This course focuses on how student learning can be enhanced when a teacher blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of reading/language arts and social studies. Assertions that cross these school subjects include: individuals view events from multiple perspectives; major participants/characters exhibit qualities that set them apart from others; similar themes cross multiple historic and fictional events; authors construct texts based on the information they are trying to communicate; constants in life and literature include time, continuity and change. This course is designed primarily for M.Ed., M.S.Ed, C.A.S. students. M.A.T. students need approval of TCI Concentration Coordinator. 3 semester hours

CIT504  Teaching for Conceptual Integration in Mathematics and Science
The course focuses on how student learning can be enhanced when a teacher blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of mathematics and science. Assertions that cross these school subjects include: science inquiry and mathematical problem solving can be blended; processes should be enacted in context to build understanding of concepts; students should experience the progressive development of explanations of concepts and the progressive unfolding of connections from simple to more complex. This course is designed primarily for M.Ed., M.S.Ed, C.A.S. students. M.A.T. students need approval of TCI Concentration Coordinator. 3 semester hours.

CIT505  Teaching for Conceptual Integration in Reading Language Arts and Science
The course focuses on how student learning can be enhanced when teachers blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of reading/language arts/science. Assertions that cross these school subjects include: evidence to find, generate, and support understanding; strategic reading and reflective science as metacognitive processes; communication requires consideration of audiences; conceptual understanding requires creative and divergent thinking; understanding results from analysis of the perspective and the evidence; conceptual understanding results from consideration of misconceptions, discrepant events, and existing knowledge; language and science sign systems facilitate the understanding of scientific concepts. This course is designed primarily for M.Ed., M.S.Ed, C.A.S. students. M.A.T. students need approval of TCI Concentration Coordinator. 3 semester hours.

CIT506  Teaching for Conceptual Integration in Mathematics and Social Studies
The course focuses on how student learning can be enhanced when a teacher blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of mathematics and social studies. Assertions that cross these school subjects include: inquiry in social studies and mathematical problem solving can be blended; in the social sciences data is collected, analyzed, and used as evidence to draw conclusions, make decisions, and as a way of explaining phenomena; social phenomena can be
represented and modeled mathematically; investigating cross-cultural and historical development of mathematical ideas can build understanding of concepts. This course is designed primarily for M.Ed., M.S.Ed, C.A.S. students. M.A.T. students need approval of TCI Concentration Coordinator. 3 semester hours

**CIW-Curriculum and Instruction - Health Education**

**CIW505  Sexuality Education**

This course is designed to provide a basic foundation for individuals who will be educating others in the area of human sexuality, particularly within a health education curriculum. Participants will investigate values and beliefs concerning sexuality and the development of gender identities. The course is also designed to increase participant comfort level and knowledge of various topics in a human sexuality course. Emphasis will also be placed on ways in which educators can present sexuality information and lessons to the K-12 population of students. 3 semester hours

**CIW507  Theories and Concepts in Health Education**

This course focuses on recent developments in health education. The intent is first to examine health education as one of the core professions responsible for health promotion in a multitude of settings and second to look at health education as a movement toward multilevel intervention approaches targeting specific populations. The student will explore methods by which to expand the health knowledge of the individual/group and assist learners in making self-directed health-related decisions. Emphasis will be placed on life-long learning as well as raising awareness for responsible social action as it relates to health. 3 semester hours

**CIW508  School Health Education**

This course is designed to provide health educators with the ability to be able to defend and describe the difference between a coordinated school health program and a comprehensive one. This course will provide the tools necessary to implement both programs within the school setting. It is also designed to provide health educators with a knowledge and an awareness of both the National and State Standards in health. Participants will become familiar with pre-written health programs. 3 semester hours

**CIW509  First Aid, Safety, and Injury Prevention**

This course is designed to foster an understanding of safety rules and injury prevention in the home, school and community and prepare the student to act in an emergency. Basic principals of First Aid, Cardio-Pulmonary Resuscitation (CPR) and how to use an Automated External Defibrillator (AED) will be taught. Upon completion of this course, the student will receive an American Red Cross Standard First Aid card. 2 semester hours

**CIW510  Curriculum Development and Evaluation in Health Education**

This course focuses on the process of curriculum development in health education K-12 as part of a coordinated school health program. The philosophies behind the comprehensive school health program and the state and national standards for health education curricula will be discussed. An overview of the ten content areas within a school health program will be presented as it relates to the risk behaviors of today’s society. The scope and sequence of the health curriculum will be explored and the writing of goals and objectives practiced. Methods for evaluating health curricula and instruction will also be included. Prerequisites: CIW507, CIC 503, or permission of Health Education Coordinator. 3 semester hours

**CIW515  Consumer Health**

In this course the students will learn to distinguish between reliable and unreliable health information. They will be able to recognize the differences between good and fraudulent advertising. The course will help students learn how to make better, informed choices when it comes to the areas of nutrition, fitness, diet, drugs, and product safety. It will provide students with their “Bill of Rights” as consumers in the market place. Activities for classroom use that are age appropriate will also be discussed. 2 semester hours

**CIW516  Environmental Health**

This course will provide students with a review of the causes, effects and solutions to environmental problems that impact human health. Students will explore the relationships between human population growth, natural resources, environmental pollution and decreasing biodiversity. Emphasis will be placed on actions and strategies individuals may adopt for protecting and improving the environment. Resources and teaching techniques for presenting a unit/program in environmental health will be explored. Prerequisites: CIW507 or permission of Health Education Coordinator 2 semester hours

**CIW517  Drug Education**

This course is designed to foster an understanding of the pharmacological principles of drugs and how they react in the body, as well as the addictive process. It allows for these principles to be applied to all aspects of the major drug groups. The course will also provide students with grade appropriate educational methods to further foster these principles in the classroom. 2 semester hours

**CIW518  Community Health**

This course looks at modern concepts and practices of health and healthful living applied to the community. It includes an examination of the philosophy and practice of public and community health, including economic, sociologic, cultural and legal justifications. This course will examine contemporary
community health problems that affect the community and
provide an overview of community agencies that can lend
assistance in the development and presentation of health
education programs. 2 semester hours

CIPS19  Mental Health
This course will explain the importance of mental health in all
aspects of life and specifically in learning. Focus will be on how
the personality is shaped and the health educator’s role in
helping to develop students’ emotional health. The
classifications of mental disorders will be discussed with
reference to the DSM-IV -TR. Resources for treatment of
mental illness will be explored as well as preventative measures.
2 semester hours

CIPS25  Nutrition and Dietary Patterns
This course will provide the health educator information to
analyze the nutritional controversies of various dietary patterns.
Focus will be on nutrition principles and their application
including the biological foundations of nutrition without
assuming previous knowledge. Emphasis will be placed on the
nation’s nutrition objectives for Healthy People 2010, application
of nutrition information related to food choices, cultural food
traditions, defensive dining, choosing vitamin-rich foods and
diet as preventative medicine. Various internet activities will build
critical thinking skills by investigating reputable nutrition web
sites. Participants will be challenged to move toward solutions
for environmental degradation and hunger. 2 semester hours

CIPS26  Disease Prevention and Control
This course provides the basic information about the disease
process, classifications of diseases, and prevention of disease.
Specific diseases affecting each system of the body will be
analyzed including their incidence, cause, symptoms, risk
factors, predispositions, treatments, and prevention. Students
will explore methods of instruction and resources for programs
or units on disease. Emphasis will be placed on lifestyle
behaviors and choices that impact the development or
prevention of diseases. Prerequisites: CIPS507 or permission of
Health Education Coordinator. 2 semester hours

CIPS3  Workshop/Health Education/Contemporary
Issues
1-4 semester hours

CIPS94  Independent Study/Health Education
1-3 semester hours

CIPS95  Special Topics/Health Education
Provides the student with the opportunity to explore current or
specialized topics in the field of health education.
1-4 semester hours

CSI-Curriculum and Social Inquiry

CSI600  Curriculum Theory: Historical, Philosophical, and
Political Issues
This course examines the historical, philosophical, and political
contexts under which curriculum theories were shaped in the
United States from 1890-1970. Students explore the changing
and broadening concepts of curriculum. They examine the
interest groups and ideologies that have been at the center of
historical struggles for control. The course draws upon the work
of influential curriculum scholars, capturing central and often
contentious debates among them about the aims, directions,
and goals of education. Students deliberate on perennial
questions: What knowledge is of most worth? Whose interests
are served? Who controls the distribution and assessment of
knowledge? Prerequisite(s): Doctoral student or permission of
instructor. 3 semester hours

CSI601  Cultures of Schools and Communities
This course examines school communities as complex socio-
cultural settings affected by political, sociological and historical
contexts. Students will integrate theoretical readings with fieldwork
to analyze dynamics that affect teaching and learning within the
institutional settings of schools, families, and communities. 3
semester hours

CSI602  Curriculum Theory: Contemporary Issues and
Practice
Students in the course consider curriculum theories 1970-
present in relation to the assumptions and implications 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

CSI603  Curriculum Planning, Organization and
Evaluation
Students will identify, analyze, and critique theoretical frameworks
and practical applications of multiple perspectives on curriculum
planning, organization, and evaluation. Aspects of official, enacted,
over, hidden, null, and out-of-school curricula will be explored. All
perspectives will be considered through critical examination of
contemporary curriculum concepts, practices, and proposals that
are dominant at the time the course is offered. The course will
involve a 15-hour field research project as well as group
deliberation regarding the ways in which various forms of
curriculum analysis can be used to understand and enhance
ongoing curriculum plans in a school, district, or other educational
setting. Prerequisite(s): Admission to CSI doctoral program OR
permission of instructor. 3 semester hours
CSI605  Professional Development and School Change
This course focuses on the nature, dimensions, and contexts of professional development in the field of education. Such professional development is examined within a framework of school change and recent history of school reform efforts. The course explores the instructional implications of professional development within this context. 3 semester hours

CSI693  Curriculum Seminar
Curriculum Seminar provides doctoral students with an opportunity to further immerse themselves in curriculum and social inquiry studies through selected readings, discussions, speakers, and related activities. Seminar also provides students with an ongoing community as they engage in scholarly work. Seminar is taken for 1 semester hour per quarter for a total of 6 semester hours. Three of the 6 semester hours must be completed in consecutive quarters. All 6 semester hours must be completed prior to the final dissertation hearing. Seminar is taken for a Pass or Fail grade which will be assigned after the completion of all 6 semester hours. 1 semester hour

DEE-Disability and Equity in Education

DEE601  Traditions, Assumptions and Paradigms
This course explores historical and current theoretical models and paradigms that have shaped educational beliefs and values about disability. Its purpose is to provide participants with several of the multiple epistemological frames that underlie pedagogy of disability. Among the paradigms to be considered will be behavioral and social learning theories, medical models, and cognitive and psychodynamic theories. Emphasis will be place on the contributions and implications for practice of each paradigm. The course also examines and critiques the consequences and tensions between the beliefs inherent in each, the social meanings of disability in each, and the resulting policies and practices. 3 semester hours

DEE602  Disability Policy Analysis
This course covers the basic tools utilized in the social analysis of policy and to analyze and critique the assumptions, ideologies, politics, and implications of policy for disabled people in education. Students will be given opportunities to socially analyze and critique policy from their chosen field (e.g., curriculum, special education, teacher education, literacy, leadership). Assignments will encourage students to observe, analyze, and critique policy making in action; develop a scholarly stance toward policy analysis; recognize the connections between justice for disabled people, social action, policy, and practice; and formulate ideas and strategies for being change-agents in their chosen educational context. 3 semester hours

DEE603  Activism, Education and Disability
This course explores processes of activism and change across a variety of contexts. The primary focus is on the means necessary to foster personal, social, institutional and legislative changes necessary to promote the inclusion of people with disabilities into every aspect of social and educational life. The roles and processes of advocacy, consciousness raising, activism, service learning, emancipatory research, and critical pedagogy are addressed. Psychological, social, and educational processes involved in constructing marginal “others” and in being a change agent is considered. Insights gained and strategies used in prominent social movements, including the disability rights movement, is investigated. 3 semester hours

DEE604  Politics of Assessment
This course critically explores implications, meanings, and uses of educational and psychological assessment in the social construction of ability/disability. Historical, philosophical, and scientific foundations of assessment will be explored and interrogated. Historical and contemporary theories and practices of assessment will be considered from positions of race, ethnicity, gender, social class and disability. Social and political uses of assessment will be evaluated from anthropological, sociological, educational and psychological perspectives. Stipulations regarding assessment in IDEA will be addressed and problematized. Uses of assessment in diagnosis and remediation, educational planning, labeling and maintenance of existing social hierarchies will be examined. 3 semester hours

DEE605  History of Disability in Education
This course critically examines the foundational grand narratives of progress and emancipation evident in a traditional or modernist conception of disability in education. Course participants will draw from the critical perspectives of postmodernism and poststructuralism to explore the assumptions, conceptions and discontinuities evident in laws, teacher training, school practices and personal experiences related to educational structure and practices surrounding disability. The course readings and assignments represent a variety of critical research paradigms that serve as examples for student research projects and theses. 3 semester hours

DEE690  Seminar: Special Topics in Disability and Equity
A doctoral seminar dealing with issues in education as they relate to disability and equity. 3 semester hours

DEE693  Disability Studies Seminar
This seminar provides students with opportunities to explore and critique the history, contemporary issues, theories, politics, and debates in disability studies; and the applications of disability studies to educational research, policy, and practice. The course uses an interdisciplinary and international literature base. Students are encourage to complete assignments that empower learners and teachers to work toward social justice in their chosen educational context; to build relationships with practitioners, disabled people and/or policy makers; and to understand and explore the dialectics between practice and disability studies in education. 3 semester hours
ECE-Early Childhood Education

ECE202 Developmental Theory and Practice
Students will examine theories of child development, perspectives of the developing child, and current practices in the early childhood education field. Issues of health, nutrition, outdoor play, group management techniques, and planning for the individual child will be researched using the Internet. Current multicultural perspectives and research for children birth to 8 will be investigated with fieldwork included. Prerequisite(s): A developmental psychology course. 5 quarter hours

ECE205 Child Study I: Infant and Toddler
This course is one in a series of three designed to introduce students to the Early Childhood profession. Students will observe in a variety of developmentally appropriate infant and toddler programs. Personal and professional reflection and growth are facilitated through journal entries, seminars, and written assignments. 35 preclinical hours are required. Prerequisite(s): none. 2 quarter hours

ECE206 Child Study II: Preprimary
This course is one in a series of three designed to introduce students to the Early Childhood profession. Students will observe in a variety of developmentally appropriate programs for children between the ages of three and five. Personal and professional reflection and growth are facilitated through journal entries, seminars, and written assignments. 35 preclinical hours are required. Prerequisite(s): none. 2 quarter hours

ECE207 Child Study III: Primary
This course is one in a series of three to introduce students to the Early Childhood profession. Students will observe in a variety of developmentally appropriate first, second, and third grade classrooms. Personal and professional reflection and growth are facilitated through journal entries, seminars, and written assignments. 35 preclinical hours are required. Prerequisite(s): none. 2 quarter hours

ECE301 Understanding Infants and Toddlers
Students will explore the world of infants and toddlers and the basis for individual differences, including prenatal factors, social and family factors, and the effects of infant temperament, attachment, health, and early experiences. Patterns of growth and development will be examined along with the potential for enhancement through enlightened caregiving and educational practices. Discussion of the impact of cultural differences, recent trends in early care, and support for children with special needs will be included. Observation hours are required. Prerequisite(s): Junior standing. 5 quarter hours

ECE302 Essentials of Infant-Toddler Care
Key components of care for very young children form the basis of this course. Examination of the Infant-Toddler Environment Rating Scale and Illinois state regulations for licensed care combine with observations of model practice to provide students with insights into effective decision-making in centers serving infants and toddlers. Observation hours are required. Prerequisite(s): None. 3 quarter hours

ECE310 Child, Family, and Community
Students in this course will examine the teacher’s role in working with children within the context of family life, culture and society. Family systems theory, diverse family structures, and effective parent-school communication are included. Multicultural and anti-bias issues are explored. Family intervention services for support assessment and program planning are presented. Family crisis, family stress issues, child illness, and special needs children are discussed in relation to educational practice. Prerequisite(s): None. 5 quarter hours

ECE315 History and Philosophy of Early Childhood Education
The historical, philosophical, and cultural foundations of early childhood education will be explored. Students will examine and evaluate program models in terms of philosophical influences. Advocacy and ethical issues will be analyzed using historical and current information from a variety of sources including the Internet. A personal philosophy of early childhood education will be written. Five pre-clinical hours are required. Prerequisite(s): none. 5 quarter hours

ECE320 Speech and Language Development
Students will construct an understanding of speech and language acquisition in children birth through eight years of age. An examination and analysis of typical, atypical and bilingual language patterns and their relationship to cognitive and social development will be included. Activities and strategies will be explored regarding early literacy and classroom intervention. Educational issues related to linguistically diverse children and families will be researched using the Internet as a resource. Appropriate field experiences are included. Prerequisite: Psychology of Early Childhood or an equivalent course in Developmental Psychology. 3 quarter hours

ECE321 Curriculum and Teaching in the Infant and Toddler Classroom
This course examines curricular models and instructional materials that foster the development of infants and toddlers. Strategies for administering and managing infant and toddler learning environments are examined. Observation hours are required. Prerequisite(s): Junior standing or instructor approval. 5 quarter hours

ECE322 Developing Early Childhood Programs
This course will examine issues in program development in child care centers, preschools, and family child care homes. Attention is paid to issues of diversity and accommodation of special needs as part of a coherent and consistent guiding philosophy and practice. Prerequisite(s): Junior standing or permission of
ECE325  Administration, Supervision and Staff Development of Early Childhood Programs
Designed to help nursery school and day care center administrators and those in leadership roles relating to early childhood programs. Survey of standards, licensing, development, and management of budgets. Emphasis on parent and community relationships with center programs as well as curriculum and staff development. Prerequisite: Experience in a day care center, or consent of instructor. 5 quarter hours

ECE326  Administration of Early Childhood Programs
This course provides an overview of the knowledge and skills necessary to develop and administer an early care and education facility. This course explores management and leadership skills, program and facility development including: licensing, organizational structure, policy development, finances, personnel, families, marketing, program evaluation and other related topics. Students examine different styles of management and identify the methods and strategies that contribute to effective management. The course covers management tasks including program planning, people management, program evaluation, management of supplies and equipment, development, and managing and monitoring financial resources. Prerequisite(s): Junior standing or permission of advisor. 5 quarter hours

ECE330  Instructional Technology
This an introductory survey course, with emphasis on appropriate ways to use technology across the early childhood curriculum. Students learn computer literacy and its use in Early Childhood Education through hands-on activities, such as word processing, databases, graphics and instructional software appropriate for young children, software evaluation, hardware selection, telecommunications, and integration of technology into Early Childhood Education classroom practice. Five preclinical hours are required. 3 quarter hours

ECE335  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

ECE336  Best Practices in Early Childhood Education for Infants, Toddlers, and Families
This seminar course focuses on "best practices" for young children and their families in early care and education programs. Students examine how "best practice" is determined, cultural and historical influences on best practice, institutionalization of best practice by accreditation, licensure, and legislation, and the role of the teacher or caregiver in establishing and promulgating best practice in a variety of early childhood environments. Prerequisite(s): Junior standing or instructor approval. 5 quarter hours

ECE337  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

ECE340  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

ECE405  Preprimary Methods: Language Arts, Art, Music and Movement
Students in this course will apply theory to instructional methods, materials and the Illinois State Board of Education Early Learning Standards for teaching Language Arts, Art, Music and Movement to young children. Play and the active and constructive nature of learning will be emphasized. Writing and evaluating curriculum using lesson plans will be done in each content area. Adaptation for special needs and culturally diverse children will be included. Current research along with the Internet will be explored as resources. 6 pre-clinical hours are required. Prerequisite(s): ECE202, ECE205, ECE206, SPE300, or their equivalents. 3 quarter hours

ECE406  Preprimary Methods: Social Studies, Science, Math
Students in this course will apply theory to instructional methods, materials and the Illinois State Board of Education Early Learning Standards for teaching Social Studies, Science, and Mathematics to young children. Play, and the active and constructive nature of learning will be emphasized. Writing and evaluating curriculum using lesson plans will be done in each content area. Adaptation for special needs and culturally diverse will be included. Current research along with the Internet will be
explored as resources. 6 pre-clinical hours are required. Prerequisite(s): ECE202, ECE205, ECE206, SPE300, or their equivalents. 3 quarter hours

**ECE406 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

**ECE470 Full-Day Student Teaching**

Students in this course complete a full-day experience of student teaching in an early childhood setting for ten weeks. Weekly seminars are conducted for all student teachers and topics include problems, issues and concerns for beginning teachers. Successful completion of this experience is based on a wide variety of competencies including full responsibility for a classroom over an extended period (at least two weeks) during the term. This course is the culminating experience of early childhood majors. Prerequisite(s): Admission to National College of Education, Successful completion of ECE405, ECE406, CIS481, MHE481, RLL481, and SCE481; consent of department; background check. 14 quarter hours

**ECE492 Internship: Child Care Center and Preschool Practice**

Students will serve as interns in an approved child care center or preschool that provides a daily program of education and care for a minimum of 100 hours. Under the direction of a mentor and with University supervision, students will engage in all aspects of site management or of instruction and care, including daily interaction with children, parents, teachers, staff, and other constituents. A weekly seminar will support this activity. Prerequisite(s): Senior Standing in Early Childhood Education and approval of the department. 7 quarter hours

**ECE493 Internship: Infant and Toddler Care and Development**

Students will serve as interns or teaching assistants in an approved infant-toddler setting that provides developmental support and care for a minimum of 100 hours. Under the direction of a mentor and with University supervision, students will engage in all aspects of daily interaction with children ages 0-2. A weekly seminar will support this activity. Prerequisite(s): Senior Standing in Early Childhood Education and approval of the department. 7 quarter hours

**ECE495 Early Childhood/September Field Experience (0 QH)**

This course is designed to give specific experience in the opening of a public school classroom to the senior level student. Students are to report on the first day of the Fall term and assist the cooperating teacher in preparing the learning environment. Up to 25 preclinical hours may be earned. Advisors have the option of assigning this course, if needed. (For undergraduates this course is ECE390.)

**ECE500 Early Childhood Instructional Methods/Kindergarten**

This course focuses on current research, trends, and instructional methodology in the education of kindergarten-aged children. It is designed for those desiring to implement practices that reflect current research on “developmentally appropriate practice,” and create curricula for young children that reflects the most recent research on effective schools, “readiness,” anti-bias education, and the politics of educational decision making. Techniques for working with computers in kindergarten and for including children with special needs will also be examined. Prerequisite: EPS500A. 2 semester hours

**ECE501 Early Childhood Instructional Methods/Primary/Language Arts and Social Studies**

A comprehensive study of instructional methods for teaching language arts and social studies in the K-3 classroom. Includes methods for working with mainstreamed children and children in a multicultural setting. Preclinical experiences are required. Prerequisite(s): EPS500A. 2 semester hours

**ECE502 Early Childhood Infant/Toddler Experiences**

Students will study infants and toddlers, including the development of the self, temperamental differences, social interactions, and play development, and will also evaluate classroom management systems in a childcare setting, strategies for guidance and teaching, and interaction with diverse families and children with special needs. In addition, students will increase their skill in making observations and creating anecdotal records. 15 hours of observation in accredited, diverse infant-toddler settings is required, along with 10 additional hours of observation of children's play; total observation hours is 25. Prerequisite(s): None. 1-2 semester hours.

**ECE505 Early Childhood Instructional Methods/Preprimary/Language Arts, Literature, Art, Music and Movement**

This course is a survey of instructional materials, methods, and supportive learning environments for teaching language arts, literature, art, music, and movement to children in preprimary settings. Students design, identify, demonstrate, and evaluate appropriate experiences and teaching strategies for preprimary children. Course topics include discussions of behavior management, multicultural education, an integrated curriculum approach, and adaptation of the curriculum for children with...
special needs. Ten hours of observation of children ages three to five in a university-approved site are required. Prerequisite(s): EPS500A. 2 semester hours

ECE506 Early Childhood Instructional Methods/Preprimary/Mathematics, Science, and Social Studies
This course is a survey of instructional materials, methods, and supportive learning environments for teaching math, science, and social studies to children in preprimary settings. Students design, identify, demonstrate, and evaluate appropriate experiences and teaching strategies that support development of mathematics, scientific, and social studies concepts for preprimary children. Course topics include discussions of behavior management, multicultural education, an integrated curriculum approach, and adaptation of the curriculum for children with special needs. Preclinical experiences required. Prerequisite(s): EPS500A. 2 semester hours

ECE510 Child, Family and Community
This course presents theoretical structures for examining the dynamics of family life and its impact on the development of children, for understanding the cultural contexts in which children live and for examining the relationship between parents, schools, and community agencies. The current status of children and their families as it relates to health, safety and child guidance, and the economic and social crises that face them will also be discussed. Students will have an opportunity to look at the personal and cultural filters through which they view children and the process of schooling. They will also have an opportunity to study existing community agencies that support children and families and to discuss the issue of public and personal advocacy. Prerequisite EPS500A or equivalent. 3 semester hours

ECE512 Early Childhood Curriculum
This course is designed to acquaint students with basic concepts and principles of the early childhood curriculum. The emphasis of topics and readings is on numerous definitions of curriculum, orientations toward curriculum, curriculum models in early childhood education, and the philosophical underpinnings of approaches to teaching the young child, including the use of technology. Emphasis is given to the concept of "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. Prerequisites: none. 2 semester hours

ECE513 Organization and Administration of Early Childhood Programs
An overview of organizational policies, procedures, and ethics of the profession as they relate to the administration of educational programs for children from birth to eight years old. Evaluates current licensing standards, laws, and regulations regarding health safety, and nutrition. Examines space and equipment usage for meeting program goals. Emphasizes the development of financial management and program evaluation skills related to overall program quality. Includes opportunities to apply key administrative/management concepts to practical experiences in the field. 3 semester hours

ECE514 Social Policies and Advocacy in Early Childhood Education
This course provides an integrated study of the role of public policy with respect to services for young children and their families. Students will evaluate various coalition-building strategies and analyze existing political, regulatory, and legislative processes as they relate to children’s issues and those concerning their families. Emphasis is on field experiences that help students develop effective advocacy skills to influence social policy at the local, state, and federal level. 3 semester hours

ECE515 Financial and Legal Aspects of Child Care Management
This course examines the financial and legal issues pertinent to establishing and operating child and family service programs. Emphasis is given to the development of sound fiscal policy that adequately addresses the issues of quality, compensation, and affordability. The course includes a survey of laws and regulations pertaining to licensing, insurance, children's records, affirmative action and employment provisions, inclusion of special needs children, parental rights, child abuse, and custody. Students will also analyze the legal requirements and tax provisions that relate to the operation of programs with differing legal status (e.g., sole proprietorship, partnership, or a not-for-profit corporation). 3 semester hours

ECE517 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

ECE518 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
ECE519  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

ECE520  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

ECE524  Fundamentals of Public Relations and Grantwriting
This course introduces the fundamentals of promoting and maintaining a positive public image in the community to prospective supporters, donors, and clients. It provides an overview of potential income sources as well as effective fund-raising strategies. Methods for conducting ongoing needs assessment and writing grant proposals will also be covered. Includes opportunities for students to gain proficiency in using public relations and grant-writing skills in their respective roles in different educational organizations. 3 semester hours

ECE525  Strategies for Supervision and Staff Development
This course focuses on the human relations side of administering early childhood programs. It analyzes the objectives and functions of supervision and presents guidelines for recruiting, hiring, training, and evaluating personnel. Examines different conceptual models for understanding job satisfaction and the career stages through which teachers progress. Explores various individual and organizational strategies for reducing stress and promoting optimal performance. Provides opportunities for students to apply models of supervision and staff development in their respective educational settings. 3 semester hours

ECE530  Children’s Play
This course explores the nature of play and its role in the cognitive, social, emotional, physical, language, and creative development of children, birth through age eight. In addition, it examines the major theories of play, current research on play behavior, environments that support play, the role of technology in children’s play, and the role of adults in facilitating play activity. Attention is given to the cultural contexts of play and the importance of play for children challenged by special needs. Prerequisite(s): none. 2 semester hours

ECE532  Advocating for Children with Special Needs
This course is designed to allow students to build on their knowledge about special education and to expand their understanding of the networks available for addressing the needs of the children in an early childhood setting. Knowledge areas will relate to state and federal guidelines, legal issues, interpreting IEPs and IFSPs, and identifying the characteristics of children with special needs. Community networks will be analyzed for their ability to meet the needs of young children, and to serve an advocacy role for families of children with special needs. Classroom management, staff development, and teacher support will be discussed. The students enrolled in this course will determine the special needs discussed in the class. 2 semester hours

ECE534  Technology in Child Care Administration
This course provides an introduction to computer technology as an administrative tool in the management of child care programs. Participants will learn how to select computer systems for their organization and develop criteria for choosing hardware, software, and peripherals. Hands-on experience in word processing, spreadsheets, presentation graphics, and database management software will be provided. Also included will be an introduction to the Internet and electronic networking as well as a discussion about legal, ethical, and equity issues as they relate to technology. Previous experience with computers is not necessary. 2 semester hours.

ECE535  Technology in Child Care Administration II
This course provides intermediate instruction to computer technology as an administrative tool in the management of child care programs. Participants will learn the higher-level features of operating systems, word processing, spreadsheets, presentation graphics, and database management software. In addition, students will be shown extensive searching techniques for locating and sharing child care information by accessing the Internet. They will also be introduced to personal management, desktop publishing, and photo editing software. The course will conclude with a demonstration of additional hardware devices (e.g., scanners, digital cameras) that compliment several of the software packages previously discussed. Prior knowledge of and experience with computers will be required. 2 semester hours

ECE536  The Director as Child Care Advocate
This course will provide an overview of the legislative process at the federal and state levels and suggest ways that early childhood directors can effectively lobby for change. Current state and national legislative issues pertaining to the health,
education, and welfare of children will be discussed as well as recent activities of prominent advocacy organizations. A field experience will provide the opportunity to implement a child advocacy action plan. 1-2 semester hours

ECE538 The Early Childhood Administrator: Individual and Organizational Perspectives
This course will examine key issues in adult development and socialization as they relate to the early childhood administrator’s professional life and growth. Life-span and life-course literature from the fields of psychology, sociology, and anthropology will provide the theoretical framework. Topics covered will include personal dispositions and temperament, ethics and moral development, role perception and role stress, crisis and transition, autonomy vs. inclusion, and the changing nature of relationships over the life-span. The analysis, application, and integration of these themes will be done through narrative journal reflections, metaphorical analysis, and dialogue. 2 semester hours

ECE540 Grantwriting and Fundraising for Early Childhood Programs
This course will examine grantwriting and fundraising as an integral part of an organization’s strategic plan. Participants will develop short-range and long-range fundraising goals as they relate to program mission and philosophy. Topics included will be potential revenue sources and effective fundraising strategies for early childhood programs. Students will learn the components of an effective grant proposal and the reasons why many proposals fail to get funded. Field experiences will provide an opportunity for students to gain proficiency in conducting a fundraising event or writing a grant proposal for their early childhood program. 1-2 semester hours

ECE542 Public Relations and Marketing of Early Childhood Programs
This course introduces the fundamentals of effective marketing, the strategic marketing process, strategic marketing planning, and the components of an organization’s marketing program. The importance of promoting and maintaining a positive public image to parents, supporters, and prospective donors will be stressed. Included will be strategies for writing effective promotional literature, handbooks, newsletters, and press releases. Field experiences will provide an opportunity for students to develop a strategic marketing plan for their early childhood center. 1-2 semester hours

ECE544 Early Childhood Environments: Design & Facilities Management
This course focuses on the physical environment of child care centers and how facility design affects the behavior of both children and adults. The principles of environmental psychology will provide the framework for assessing both indoor and outdoor environments. Topics also include health and safety considerations and the importance of implementing effective facility management systems. Field experiences will provide an opportunity for students to evaluate design elements of different facilities. 1-2 semester hours

ECE545 Strategies for Effective Coaching and Mentoring
This course provides structured opportunities to build and refine mentoring and coaching skills. Students will learn the elements of effective coaching including goal alignment, active listening, asking questions, and giving feedback. The course examines how different communication styles impact interpersonal relationships both on and off the job. Special emphasis is given to issues relating to workplace diversity and their impact on the early childhood leader’s role as mentor and coach. A clinical experience is included. 2 semester hours

ECE546 Presentation Skills for Early Childhood Leaders
This course provides the essentials tools early childhood leaders need for planning and presenting high-impact workshops and formal presentations. Students will learn how to develop training objectives, sequence ideas, prepare visuals, set up the learning environment, and organize presentation materials. Emphasis will be given to delivering presentations with clarity, poise, and confidence. 2 semester hours

ECE547 Developmentally Appropriate Curriculum in the Primary Grades
In this course students will examine the concept of Developmentally Appropriate Practice in the context of the traditional primary grade classroom. Various curriculum models and techniques, including play, inquiry, and self-directed learning, will be considered as vehicles for teaching academic and cognitive skills to both typically developing and special-needs students. Development of a philosophy-based plan for teaching that at the same time responds to standards-based requirements of the modern school is a key task in this course. Prerequisite(s): none. 2 semester hours

ECE548 Practicum in Developmentally Appropriate Curriculum in the Primary Grades
This course provides students with practical experience in implementation of Developmentally Appropriate Practice in the traditional primary grade classroom. Students will plan and conduct mini-lessons, conduct authentic assessment, and make observations of instruction based on DAP principles. Prerequisite(s): This course must be taken concurrently with ECE547 - Developmentally Appropriate Curriculum in the Primary Grades. 1 semester hour

ECE549 Portfolio Development for Subsequent Certification
This is the initial course designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in early childhood education; elementary education; secondary education for science; social sciences, English language arts, or mathematics; special education for LBS-I; or K-12 foreign
language. A portfolio documenting knowledge and experiences encompassing the 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

ECE567  
Portfolio Development for Practicing Professionals
This is the initial course designed for candidates considering admission to the Practicing Professionals certification program in Early Childhood Education. In this course, candidates will devote a minimum of 30 hours outside of class time to create a portfolio documenting knowledge and experiences encompassing early childhood teaching standards for the certificate. This course is required for all candidates seeking initial certification through the Practicing Professionals program. Prerequisite(s): Department approval based on a candidate’s relevant undergraduate preparation and relevant employment history including current employment. Admission is not prerequisite to this course. 4 semester hours

ECE568  
Practicum for Practicing Professionals
This course is designed for candidates who are enrolled in the Practicing Professionals program leading to Early Childhood certification (type 04). In this Practicum, the candidate will complete 75-150 hours of instruction in a classroom setting at the preprimary or primary level, depending upon prior experience. Enrollment in this class requires advance application and approval. Placement is restricted to an approved region, which currently includes only our home campus regions: Chicago, North Suburban, West Suburban, and South Metropolitan. Prerequisite(s): ECE567 - Portfolio Development for Practicing Professionals; Completion of individualized program of study as determined by initial portfolio review and detailed in the candidate’s Professional Development Plan; Application for placement with preclinical review of portfolio; Passing score on Illinois Test of Basic Skills on file at NCE; Passing score on Illinois Early Childhood Content Area Test on file at NCE; Current TB test; Current Criminal Background Check. 3-6 semester hours

ECE569  
Portfolio Development for Subsequent Certificates
This is the initial course designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in early childhood education. The candidate will be required to complete between 75 and 150 hours in a classroom setting that is represented in the subsequent certificate. The candidate will also meet for seminar with a faculty member in the subsequent certificate area. Enrollment in this class requires advance application and approval. 3-6 semester hours

ECE580  
Early Childhood Education Practicum
This course introduces candidates for early childhood certification to the roles and responsibilities of teachers in grades K through 3. The course combines university and field experiences focusing on active involvement with a cooperating teacher and his or her class. Candidates gain an understanding of environments that encourage learners and of the role of constructivist methods in facilitating learning, and of their own skill in working with individuals and groups in an instructional setting. This course requires 30 hours of supervised classroom work with children in a university-specified setting. 2 semester hours

ECE582C  
Workshop/ECE/Early Childhood Program Evaluation
Evaluation has assumed increased importance in early childhood education as program accountability has become a dominant theme for funding agencies. This course is designed for directors and administrators of early childhood programs who want to become better acquainted with the methodology of evaluating and improving programs through action research. It will provide an overview of the role and purpose of evaluation as well as firsthand field experience in using three instruments to assess program quality. 2 semester hours

ECE582D  
Workshop/ECE/The Administration of School-Age Child Care Programs
This workshop examines the characteristics of quality programming for school-age child care. The advantages and disadvantages of different community models as well as funding and implementation issues relating to the management of school-age child care programs will be addressed. Students will gain field experience assessing the quality of school-age child care programs using one of several program evaluation instruments. This workshop may span more than one quarter. 2 semester hours

ECE582E  
Workshop/ECE/Implementing a Family Responsive Program
This workshop examines the social, economic, and technological factors which impact upon families in contemporary society and the role of child care centers in supporting these families. Topics will include the director’s role in achieving and maintaining quality, the principles of family friendly service, and Total Quality Management as it relates to family responsive policies and practices. Emphasis will be given to developing a mission statement as well as marketing, recruitment, and enrollment literature that promotes a positive family responsive image. Field experiences will assist students in exploring innovative ways to make their centers a part of a
community-wide support system for parents. This workshop may span more than one quarter. 2-3 semester hours

**ECE582F  Workshop/ECE/The New Director**
This workshop provides an overview of organizational policies and procedures as they relate to the administration of educational programs for young children from birth to eight years of age. It is designed for new directors or assistant directors of early childhood programs. Topics include current licensing standards, laws, and regulations regarding health, safety, and nutrition. Issues pertaining to the use of space and equipment, financial management, and program evaluation will also be covered. Includes opportunities for students to apply key administrative/management concepts to practical experiences in the field. 2-3 semester hours

**ECE582G  Workshop/ECE/Writing and Editing for Effective Communication**
This workshop is designed for early childhood program administrators who want to improve their written communication. Participants will learn how to increase the readability, emphasis, and appeal of letters, memos, reports, handbooks, and promotional literature. A review of grammar, APA format, and editing symbols will also be included. 1 semester hour

**ECE582H  Workshop/ECE/The Art of Leadership: A World View**
This workshop provides a structured opportunity for participants of the World Forum in Early Care and Education to meet together to reflect on their connections, experiences, and insights gained from the conference. Topics will include cross-cultural approaches to the delivery of center-based early childhood services, contrasting leadership models, variations in training and staff development, financing of early childhood programs in different countries, and the impact of violence, deprivation, poverty and AIDS on children living in different parts of the world. 3 semester hours

**ECE582I  Workshop/ECE/Administration/Leadership Connections**
This workshop provides a structured opportunity for participants of the Leadership Connections Directors’ Conference to reflect on the knowledge, experience, and insight gained from the conference and to achieve specific competencies required for the Illinois Director Credential. Attendees will have the opportunity to attend a policy forum, skill-building clinic, and seminar on focused topics relating to the competency areas addressed in the Illinois Director Credential. During an online discussion group following the conference, participants will share the outcomes of a field project relating to their area of concentration. This workshop may be taken more than once. 2-6 semester hours

**ECE582J  Workshop/ECE/The Administration of Infant/Toddler Programs**
This workshop examines the characteristics of high-quality care and education for infant and toddler center-based programs. A model for integrating developmental theory with best practices for infants and toddlers will be presented. The unique needs of infant/toddler teachers will be addressed along with administrative supports needed to maintain high-quality programming. This workshop may span more than one quarter. 2 semester hours

**ECE590  Student Teaching in Early Childhood Education**
The student teaching experience provides an opportunity to develop and refine teaching skills with children from birth through eight years of age. Placement is made in consultation with the faculty advisor in accordance with student’s career goals and experience. Supervised experiences must be in approved programs. Students should make arrangements with their faculty advisor for placement two quarters before registering for student teaching credit. Prerequisites: Degree status, completion of methods course work and preclinical hours, and consent of department. 2-5 semester hours

**ECE592  Internship: Infant and Toddler Care and Development**
Students will serve as interns or teaching assistants for a minimum of 100 hours in an approved infant-toddler setting that provides developmental support and care. Under the direction of a mentor and with University supervision, students will engage in all aspects of daily interaction with children ages 0 to 2. A weekly seminar will support this activity. Prerequisite(s): Admission to M.Ed. in ECE program; completion of ECE517, 518, and 519, EPS500A, or their equivalents. 4 semester hours

**ECE593  Seminar in Early Childhood Education**
This course is a culmination of advanced-level course work in early childhood education. It is designed to advance the research, inquiry, writing, and presentation skills of students as they prepare an extensive paper on a topic of their choice and make oral presentations of their findings. Their topic must have relevance to practitioners and leaders in the field of early childhood. In addition, students will discuss the theoretical foundations of practice, current issues, and recent research in the field. 2 semester hours

**ECE594  Independent Study/Early Childhood Education**
Provides students in degree programs an opportunity to pursue advanced scholarly study in special areas of early childhood education or to investigate practical problems relating to early childhood programs. Must be done under supervision of a full time faculty member. 1-3 semester hours

**ECE596  Early Childhood Education/Primary/Full Day Student Teaching**
Students in this course complete a full-day experience of student teaching at the primary level (grades K-3) for ten weeks. Weekly seminars are conducted for all student teachers and address problems, issues, and concerns of beginning teachers. Successful completion of this experience is based on a variety of competencies, including full responsibility for a classroom at
least 2 weeks. 5 semester hours

ECE597 Early Childhood Education/Preprimary/Half Day Student Teaching
This course provides a full morning or full afternoon in a preprimary classroom (birth to prekindergarten) for ten weeks. Weekly seminars are conducted for all student teachers and address problems, issues, and concerns of beginning teachers. Successful completion of this experience is based on a variety of competencies, including full responsibility for a classroom for at least 2 weeks. 3 semester hours

ECE598A/B Resident Teacher Internship A/B
This internship is required for all candidates with a Resident Teacher Certificate. The seminar provides the candidates an opportunity to describe and reflect upon their knowledge, skills, and dispositions for teaching; to evaluate and integrate theory and practice; to examine implications of practice for themselves, students and community; and to develop an understanding of the multiple roles of teachers. Also, each candidate is mentored in the classroom by an experienced, certified teacher and a university supervisor. Candidates enroll in the internship for two semester hours for six consecutive terms (12 semester hours) during their first two years of teaching. Prerequisite(s): "Employed as a teacher in a partnership district." Admitted to the Resident Teacher Program in the area in which they are seeking certification and degree "Hold a Resident Teacher Certificate Resident teachers must successfully complete (grade of B or higher) all coursework in terms 1, 2, and 3; Resident Teacher Internship A; have satisfactory district-level evaluations; and pass the appropriate ISBE content area test to continue into terms 4, 5, and 6 and Resident Teacher Internship B. A grade of X 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

EDL501 Educational Finance
The educational finance course is a practice oriented experience which informs the student about the historical perspective of funding schools and the significant role which the local property tax has played in school funding. The role of state and federal funding along with increasing state and federal control is reviewed. The purposes of general and categorical aid are discussed along with a review of the various categorical aid programs available through the state and federal governments. Issues of equity, adequacy and appropriateness in relation to the roles of local property taxes, as well as federal and state funding are identified. The ability and willingness to pay are reviewed. Students are required to review local and state budget documents, understand current technologies and formulate a school district budget as part of the course requirements. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. 2-3 semester hours

EDL502 Educational Law and Governance
The law and governance course presents the legal and legislative bases of public education. The school code, federal and state court decisions, and federal and state legislation are studied and analyzed in this course. Along with general educational legislative issues, specific items such as substance abuse, employee discipline and dismissal procedures, and faculty and student rights are addressed. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. 2-3 semester hours

EDL504 School and Community Relations
This course provides students with the knowledge and skills necessary for understanding the interaction between schools and their communities; initiating and maintaining effective communications among school personnel, families, students, and other community members; and developing educational policies and programs which best reflect the community’s needs and desires. Interactive, participatory communications are emphasized to reduce isolation and increase responsiveness between constituency groups and the schools. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. 2-3 semester hours

EDL506 Collective Negotiations and Personnel Administration
This course prepares the student to manage differences among individuals and groups in educational settings and to promote and maintain collaborative employer-employee relationships. Particular emphasis is given to the knowledge, strategies and skills needed for interest-based and strategic collective negotiation processes and outcomes, effective contract analysis and administration, and the appropriate involvement of employee organizations and leadership in educational renewal and decision making. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. 2-3 semester hours

EDL510 Leadership and Organizational Development of Schools
This course acquaints each student with theories and strategies of leadership affecting administration and organizational development of schools. Specific attention is given to change theory, long range planning, decision-making process, motivational and social systems theories. This course provides students with a solid foundation in the research and practice of effective leadership in schooling. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. 2-3 semester hours
EDL512 Communication and Technological Skills for School Leaders
Communication skills play an essential role in leading a school system. Listening, diagnosing, analyzing and responding skills are critical elements of quality leadership behavior. Specific communication strategies are suggested to enhance the effectiveness of the school leader at the organizational and individual levels. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. 2-3 semester hours

EDL546 Perspectives on and Administration of Educational Policies
This course focuses on the conceptualization, adoption, implementation, and assessment of educational policies. It involves the analysis of policies in relationship to their suitability for achieving preferred aims of education, particularly through the use of a case study approach. It is attentive to the ways historical, political, legal, social, and institutional contexts shape administrators’ and other policy makers’ ability to initiate, implement, modify, or resist given policies. Special attention is devoted to policy making at the local level. Toward this end, authority relations within school systems are examined, and relationships between the formal mechanisms of school governance and various stakeholders are explored. 3 semester hours

EDL551 System and Staff Development
This course focuses on the leadership roles and responsibilities related to personal and professional development of staff within the school organization. The process of change for individuals and organizations is examined. Program planning models are reviewed and evaluated. Each student will apply skills in conducting needs assessments and developing planned change strategies for individuals and organizations. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. 2-3 semester hours

EDL552 Administration of Curriculum
This course focuses on the roles and responsibilities of the administrator as an instructional leader and facilitator of the curriculum development process. Curriculum development theory is explored and existing models of curriculum planning are examined. Systemic change is addressed as a need for curriculum revisions or additions to meet the aspirations of an increasingly diverse and global society. Students will be exposed to a large body of knowledge focused on cognitive development, leadership styles, assessment processes, research data collection and analysis, resource allocation and collaborative decision-making focused on the task of instructional leadership and facilitation. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. 2-3 semester hours

EDL553 Supervising Instruction
In this course the student operationalizes the assumptions of nondirective and collaborative evaluation processes. The skills needed for effective supervision that result in professional development are developed and intensively practiced, including joint planning, observation and data collection, analysis of teaching and learning, and feedback. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional session to meet clinical expectations. 2-3 semester hours

EDL554 System and Staff Evaluation
Summative evaluation of and within any system is critical to demonstrate continuous improvement of the system. Various skills and tools are needed to determine growth and informed decision making to improve the quality of evaluation. Understanding systems, educational and instructional, and how to improve them using quality process strategies are demonstrated within this course. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. 2-3 semester hours

EDL581 Workshop/Educational Leadership/Leadership Strategies
1-4 semester hours

EDL582 Workshop/Educational Leadership/Supervision and Evaluation
1-4 semester hours

EDL587 Workshop/Educational Leadership/Policy Implementation
1-4 semester hours

EDL588 Workshop/Educational Leadership/Organizational Development
1-4 semester hours

EDL589 Workshop/Educational Leadership/Politics and Law
1-4 semester hours

EDL590A Clinical Internship/Educational Leadership/Early Childhood
EDL590B Clinical Internship/Educational Leadership/Middle School
EDL590C Clinical Internship/Educational Leadership/Secondary
EDL590D Clinical Internship/Educational Leadership/Exceptional Children

The Educational Leadership Clinical Internship is designed to meet the Florida program requirement for individuals whose training and experience allows them to develop professionally through the application of theory and research to administrative
EDL591  Field Study/Educational Leadership
1-4 semester hours

EDL593  Seminar in Educational Leadership
An advanced seminar dealing with current issues in administrating and supervising schools K-12. 2 semester hours

EDL594  Independent Study/Educational Supervision/Professional Development
The purpose of this independent study is to provide participants with the opportunity to explore a topic of their own choice related to professional development and growth, educational supervision, and/or educational leadership. Prerequisite(s): Admission to the Interdisciplinary Studies Program in Curriculum and Instruction and completion of Terms I and II. 1-3 semester hours

EDL594A  Independent Study/Educational Leadership
1-3 semester hours

EDL601  School Financial Management
This course acquaints the student with the operational procedures and structures of public school finance in Illinois. It reviews the social, economic, and political consideration in financing education. The roles of federal, state, and local governmental financial support are also examined. 3 semester hours

EDL602  Leadership and Management Strategies
This course is designed to assist leaders in the management of change and deals with the developing strategies of implementing change. The theories and strategies discussed center on the individual, group, and organization. Each student is made aware that successful organizational change depends on effective diagnosis of subsystems within the organization, the organization’s culture, and environmental forces. Strategies for team building, improving decision making in the system, and changing the culture of the organization are examined as a result of the diagnosis. 3 semester hours

EDL603  Educational Planning and Decision-Making
This course examines planning and decision making at both the policy and operational levels. It emphasizes individual, group, and organizational decision making. This course reviews decision-making theory, social, political and economic influences on planning and decision making, and the P.I.E. (planning, implementing, and evaluating) cycle of decision making. 3 semester hours

EDL604  Administrative Issues for Pluralistic Schools
This course is designed to develop in students an awareness of the pluralistic society in which we live and the impact of pluralism on schools. Students are expected to analyze and/or develop district policies relative to cultural pluralism in the schools. A field experience requires the student to make administrative recommendations to a school district regarding appropriate policies and procedures in a pluralistic setting. 3 semester hours

EDL610  Entry Portfolio Development for Superintendent Endorsement
This course is designed for applicants of the Educational Leadership Doctoral program who hold an Educational Specialist degree from another university or who have completed considerable coursework in a degree program aligned to Illinois Content Standards and the national standards of the Educational Leadership Constituent Consortium. Under direction of a faculty member, a portfolio documenting knowledge, skills and dispositions embedded in the state and national standards will be created. Prerequisite(s): Candidate must hold Type 75 endorsement in Illinois or the Type 51 License in Wisconsin. Candidate must submit an application for admission to the EDS or EDD program in Educational Leadership. 3 semester hours

EDL620  School Policy and Politics
This course focuses on understanding political dimensions involved in building local, state, and national support for education. Policy, process, and political actions at the district level are to be analyzed and assessed. A field application analyzing policy and political systems at the school level is required in the course. 3 semester hours

EDL622  Curriculum Planning, Organization and Evaluation
The purpose of this course is to identify and explore ways of thinking about curriculum planning, organization and evaluation. Those areas will be considered through examination of contemporary curriculum proposals and ideas drawn from those prominent during any cycle of the course. The course will involve a field research project as well as group deliberation regarding whether and how various proposals and ideas might be included in ongoing curriculum plans in a school or district. 3 semester hours

EDL624  Professional Development and School Change
This course focuses on the nature, dimensions, and contexts of professional development in the field of education. Such professional development is examined within a framework of school change and recent history of school reform efforts. The course explores the instructional implications of professional development within this context. 3 semester hours
EDL690  Educational Leadership Internship
The Educational Leadership Doctoral Specialist Internship is designed for selected individuals whose training and experience allows them to develop professionally through the application of theory and research to administrative practice. Interns will be placed in cooperating public school systems to test and refine the wide range of personal and professional competencies associated with effective leadership in district level administrative positions. The intern will engage in administrative activities directly related to district level functions such as finance, operations, personnel, and curriculum and instruction. Each student in the Educational Leadership Program is required to register for a total of 6 semester hours. 1-4 semester hours, variable credit per quarter.

EDL693  Educational Leadership Seminar
The Educational Leadership Doctoral Specialist intern seminar provides an opportunity for administrative interns to integrate practical experience with theoretical models addressed in the program course work. Students meet with the seminar professor to review the activities in which the interns are involved, share experiences, and products, discuss the degree of success achieved, analyze administrative styles of cooperating administrators, analyze interpersonal relationships and integrate these with the theoretical modes, processes and skills. Each student in the Educational Leadership Program is required to register for a total of 3 semester hours. 1-3 semester hours, variable credit per quarter.

ELE-Education

ELE200  Elementary Education: Practicum I
An introductory course of directed observation and participation experiences in an elementary education setting (K-9 classroom) aimed at providing an overview of teaching and learning. The course integrates field-based experiences with on-campus seminars. During Practicum I, students must complete 40 preclinical hours at a specified school and meet for required seminars. Practicum I is an integral part of the professional sequence. This course is a prerequisite for admission to National College of Education (must be concurrent with ELE 520). Prerequisites: none. 2 quarter hours

ELE220  Methods of Arts Education/Drama
Methods in Arts Education/Drama is designed to introduce students to drama as a mode of teaching. Students are introduced to dominant trends, strategies and forces in the area of creative drama. The course culminates in students researching, designing and leading a curriculum-related drama lesson for use in the elementary classroom. Prerequisites: none 2 quarter hours

ELE224  Methods of Arts Education/Music
This course focuses on an integrated approach to methodology, curriculum development and resources for the elementary school music program, combined with a study of the basic elements of music and their practical applications to the teaching of music by the classroom teacher. Prerequisite: LAU110 2 quarter hours

ELE300  Elementary Education: Practicum I Seminar/Field Experience
Practicum I Seminar/Field Experience is in introductory course of directed observation and participation in an elementary education setting (K-9 classroom) designed to provide an overview of teaching and learning. The course integrates field-based experiences with on-campus seminars. During Practicum I Seminar/Field Experience, candidates complete a minimum of 40 preclinical hours at a specified school, attend seminars, participate in exit conferences, and begin an electronic portfolio. Practicum I Seminar/Field Experience is an integral component of the professional sequence and admission to National College of Education is required. Prerequisite(s): Admission to National College of Education. 4 quarter hours

ELE315  History and Philosophy of Education
This course will focus on the history of ideas, individuals and events that have influenced the curriculum, organization, policies, and philosophies of schools in the United States. A variable credit option allows students to pursue the historical and philosophical background of contemporary issues in education in greater depth by registering for 3-5 quarter hours. Prerequisite(s): none. 3-5 quarter hours

ELE345  Methods of Teaching Arts Education
This course provides elementary education Bachelor of Arts program candidates the basic knowledge, understanding and use of the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry and insight among elementary and middle level students. The course focuses on methods used to teach the arts across disciplinary content areas to individuals and groups. The appropriate use of technology in arts education is included. The course approaches the arts as a means for facilitating multiple intelligences for all learners. Prerequisites: LAA110 or equivalent; Admission to National College of Education. 3 quarter hours

ELE347  Methods of Teaching Health and Physical Education
This course provides elementary education Bachelor of Arts program candidates the basic knowledge, understanding and concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. Candidates will also know, understand, and use human movement and physical activity as
central elements to foster active, healthy life styles and enhanced quality of life. This course will orient candidates to the interrelationships and connections between health and physical education. Prerequisite: Admission to National College of Education. 3 quarter hours

ELE410 Elementary Education: Practicum II
An advanced course that integrates educational theory and understanding with field experiences and methods courses. ELE410 is the first in two consecutive quarters of integrated course work and field experience. The concurrent university study and field experience provide an opportunity to bridge theory and practice. Candidates meet weekly in seminar to explore and analyze their varied experiences and broaden their base of professional knowledge prior to student teaching. Prerequisite(s): Admission to National College of Education and completion of all Foundational Coursework. 3 quarter hours

ELE415 Elementary Education: Practicum II: Field Experience
An advanced field experience integrating knowledge from ELE410 and methods courses. The Practicum II field experience is the first in two consecutive quarters of field experience and integrated coursework. The field experience and university coursework provides an opportunity to bridge theory and practice. The candidate is actively involved two full days per week in a school-based practicum experience. Prerequisite(s): Admission to the National College of Education and completion of all Foundational Coursework. 2 quarter hours

ELE420 Elementary Education: Practicum III
An advanced course that continues to integrate educational theory and understanding with field experience and methods courses. Practicum II and III are consecutive pre-student teaching experiences that build toward student teaching. Through this three term professional sequence, the student participates actively in a full academic year in elementary/ middle level schools. The concurrent university course and field experiences provide an opportunity to bridge theory and practice. In Practicum III, the students evaluate and apply independently the concepts introduced in Practicum II and elaborate in Practicum III. Prerequisite(s): Admission to National College of Education; a grade of "C" or better in ELE410, ELE415, and two of the methods courses taken concurrently with Practicum II. 3 quarter hours

ELE425 Elementary Education Practicum III: Field Experience
An advanced course integrating knowledge from ELE420 and methods courses. The Practicum III field experience is the second of two consecutive quarters of field experience and integrated coursework. The field experience and university course provides an opportunity to bridge theory and practice. The candidate is actively involved two full days per week in a school-based practicum experience. Prerequisite(s): Admission to National College of Education; A grade of "C" or better in ELE410, ELE415, and the two concurrent methods courses. 2 quarter hours

ELE444 Classroom Management
This course is designed to explore current practices in classroom management. Various aspects affecting student behavior will be considered, such as cultural and family background, classroom standards of behavior, classroom environment, instructional organization, school policies, the rights and responsibilities of students, parents and teachers and approaches to classroom management. Prerequisite: Admission to National College of Education. 5 quarter hours

ELE450 Elementary Education: Practicum II & Seminar
An advanced course integrating field experience, on-campus seminar, and methods courses. The Practicum II student completes 150 preclinical hours of mentored observation and participation in an elementary/middle school classroom. This field experience and seminar are the first in two consecutive quarters of field experience and integrated coursework. The concurrent field experience and university study provide an opportunity to bridge theory and practice. The students meet weekly in seminar to explore and analyze their varied experiences and broaden their base of professional knowledge prior to student teaching. Prerequisites: Admission to National College of Education. 4 quarter hours

ELE460 Elementary Education: Practicum III & Seminar
Practicum III is an advanced course that continues the integration of field experience, on-campus seminar, and methods courses. Practicum II and Practicum III are consecutive pre-student teaching experiences that build toward student teaching. Through this three-term professional sequence, the student participates actively in a full academic year of elementary/middle school. The concurrent field experience and university study provide an opportunity to bridge theory and practice. In Practicum III, students evaluate and apply independently the concepts introduced in Practicum II and elaborated in Practicum III. Prerequisite: Admission to National College of Education, successful completion (Grade of C or better) of ELE 450 Elementary Education: Practicum II & Seminar, and successful completion of methods courses taken concurrent with Practicum II. 4 quarter hours

ELE470 Elementary Education: Student Teaching
This is the final course in the professional sequence of the Elementary Education program leading to certification for teaching in elementary and middle level classrooms. The course combines university and field experiences focusing on active involvement in a classroom under the supervision of a cooperating teacher and university supervisor. The course advances the candidate’s professional growth through study and application of instruction to support the learning of individuals and groups, 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): Earning a "C" or better in 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

ELE483 Workshop/Elementary Education/Contemporary Issues.
1-6 quarter hours

ELE490 Workshop/Education Methods
1-6 quarter hours

ELE494 Independent Study/Elementary Education
1-6 quarter hours

ELE495 Selected Topics/Elementary Education
1-6 quarter hours

ELE500 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

ELE510 Elementary Education Practicum II: Seminar and Field Experience
The course continues the professional development of elementary education teacher candidates concerning the roles and responsibilities of teachers in grades K-8. The course combines 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 ELE560 Elementary Education: Student Teaching. Prerequisite(s): ELE500, EPS511, FND510, SPE500, and two of the following: CIS480B, MHE480B, RLR500, RLL480B, SCE480B, ELE545/ELE547. 3 semester hours

ELE540 Elementary Methods Across the Curriculum
This course will address pedagogy and recent developments in theory, curriculum, methods, materials, and instructional issues related to teaching and learning of science, mathematics, and social studies in the elementary classroom. It is designed to develop beginning knowledge, skills and dispositions that will enhance the ability to teach and to integrate content areas. Open only to admitted M.A.T. students in alternative programs. 4 semester hours

ELE545 Methods 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 Illinois General Education requirement of one course in the arts. 1 semester hour

ELE547 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. 1 semester hour

ELE560 Portfolio Development for Subsequent Certificates
This is the initial course designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in early childhood education; elementary education; secondary education for science; social sciences, English language arts, or mathematics; special education for LBS-I; or K-12 foreign language. A portfolio documenting knowledge and experiences encompassing the certification standards for the certificate being sought will be created. This course is required for all candidates seeking subsequent certificates through the focused program. Prerequisite(s): Valid Illinois certificate. 4 semester hours

ELE575 Subsequent Certification Practicum
This course is designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in elementary
ELE583 Workshop/Elementary Education/Contemporary Issues
1-4 semester hours

ELE585 Workshop/Elementary Education/Instructional Practices
1-4 semester hours

ELE587 Resident Teacher Practicum in Elementary Education
Resident Teacher Practicum is a course of directed observation and participation in an elementary 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 pre-service 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. Prerequisites: Admission to the M.A.T. Elementary Education program at NLU; Acceptance in a full-time resident program as a teacher assistant at AUSL. 3 semester hours.

ELE590 Elementary Education: Student Teaching
This course concludes the pre-service professional development of elementary education teacher candidates concerning the roles and responsibilities of teachers in grades K-8. It combines university seminars and field experiences over one academic term. The focus of student teaching is to provide active engagement with a cooperating teacher and his/her students. The course increases the candidate’s involvement in the profession through study and application to support the education of individuals and groups of learners. Candidates advance their understanding of environments that encourage a community of learners and collegial relationships in the school. Prerequisite(s): ELE500, ELE510, EPS511, FND510, SPE500, CIS480B, RLR500, RLL480B, MHE480B, SCE480B, ELE545, ELE547. 6 semester hours

ELE591 Extended Student Teaching
This course is designed for students in the Elementary Education M.A.T. Program in Wisconsin to be taken in conjunction with ELE 590. This course helps students meet the required weeks of student teaching for the State of Wisconsin. Prerequisites: Admission to the M.A.T. Program in Elementary Education in Wisconsin and ELE 590. 3 semester hours.

ELE592 Elementary Education: Alternative Certification Internship
This seminar provides the Alternative Certification interns in the CPS/NLU partnership an opportunity to reflect upon their knowledge, skills, and dispositions for teaching and learning; evaluate and integrate theory and practice; and examine implications of practice for themselves, 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).

ELE593 Elementary Education: Internship for Alternative Route to Certification Candidates
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).

ELE594 Independent Study/Elementary Education
1-4 semester hours

ELE595 Selected Topics/Elementary Education
1-4 semester hours

ELE597 Resident Student Teaching in Elementary Education
The key purpose of full-time, university supervised student teaching is to enable pre-service teachers to make the transition into the profession of teaching. Beyond time spent in a classroom with students, teacher candidates build relationships with colleagues, administrators, and parents as well as focus on their own individual development. A monthly student teaching seminar is an integral part of the student teaching experience. The purpose of the seminar is to provide teacher candidates with a framework of support, reflection and instruction as they
COURSE DESCRIPTIONS

300 meet the responsibilities of student teaching and fulfill the NCE Elementary Education Program requirements for this course. Prerequisites: Successful completion of ELE 587 Resident Teacher Practicum in Elementary Education. Pass the Illinois Elementary Education State content test (03), or its equivalent (for out of state students). 6 semester hours.

ELE598A/B Resident Teacher Internship A/B
This internship is required for all candidates with a Resident Teacher Certificate. The seminar provides the candidates an opportunity to describe and reflect upon their knowledge, skills, and dispositions for teaching; to evaluate and integrate theory and practice; to examine implications of practice for themselves, students and community; and to develop an understanding of the multiple roles of teachers. Also, each candidate is mentored in the classroom by an experienced, certified teacher and a university supervisor. Candidates enroll in the internship for two semester hours for six consecutive terms (12 semester hours) during their first two years of teaching. Prerequisite(s): "Employed as a teacher in a partnership district." "Admitted to the Resident Teacher Program in the area in which they are seeking certification and degree." "Hold a Resident Teacher Certificate." Resident teachers must successfully complete (grade of B or higher) all coursework in terms 1, 2, and 3; Resident Teacher Internship A; have satisfactory district-level evaluations; and pass the appropriate ISBE content area test to continue into terms 4, 5, and 6 and Resident Teacher Internship B. A grade of X is assigned for the first two terms and a letter grade is assigned for the third term [and replaces the X] for each separate internship year. 2 semester hours per term for two years, (6 semester hours per year for a total of 12 semester hours)

EPD-Educational Psychology, Doctorate

EPD647 Advanced Human Development
This course is designed to enhance doctoral students and advanced school psychology students understanding of current developmental theories and research and the implications of these to psychological and educational practice. The course focuses on selected key theories and research related to the interaction of biological, cognitive, social, educational, familial and cultural factors influencing development during infancy, early childhood, middle childhood, adolescence and adulthood. Students explore an area or topic of their choice in depth through selected readings, class discussions, oral presentation, and integrative paper. 3 semester hours

EPD648 Human Development: Adulthood
Through this course students explore theory and research in human development from early adulthood through all adult years. An emphasis is placed upon the examination of sequences of life tasks inherent in a pluralistic society. Topics may include: history and research; biological, physical, and health issues; theories of adult development; cognitive functioning; social relationships; marriage; parenthood; and occupations and careers. Prerequisites: EPS500 or equivalent. 3 semester hours

EPD649 Human Development: Adolescence
Through this course students explore current research on the emotional, physical, social, and intellectual development of adolescents in pluralistic societies. Students are encouraged to critically examine literature on developmental challenges to youth at middle school and secondary school levels such as establishing an integrated identity, sex-role identification, peer group involvement, family relationships, values orientation, achievement motivation and career-vocational planning. Prerequisites: EPS500 or equivalent. 3 semester hours

EPD650 Human Development: Infancy and Early Childhood
The course involves an in-depth study of selected current topics in the areas of biological, cognitive, emotional, and social development in the early years of life. The latest trends in quantitative and qualitative research will be explored and the implications for educational intervention will also be considered. An emphasis will be placed on the development of children within the context of their family and diverse cultural communities. Prerequisites: EPS500 or equivalent. 3 semester hours

EPD651 Applied Clinical Neuropsychology
Designed to review neuropsychological theory and function with particular emphasis on higher cortical processes. Attention will be given to a wide range of formal and informal nondiscriminatory assessment tools and their relationship to school-related problems. The neuropsychology of reading, language, and learning disabilities will also be discussed. Prerequisite: EPS503, or consent of instructor. 2 semester hours

EPD652 Advanced Clinical Neuropsychology
Designed to review neuropsychological theory and function as it relates to Luria’s model. Emphasis will be placed on the administration, scoring, interpretation, and clinical utility of the Luria Neuropsychological Battery and its screeners. Issues of assessment bias will be addressed. Prerequisites: EPS503, EPS651. 2 semester hours

EPD653 Personality Assessment II: Uses of the Rorschach Test
Students will gain supervised experience in administering, scoring, and interpreting the Rorschach test. Theoretical, developmental, and multicultural issues applied to personality assessment are covered. Rorschach data will be integrated with other types of test data in report writing. Prerequisites: EPS517 and EPS531, or consent of instructor. 3 semester hours

EPD655 Child and Adolescent Psychopathology
This course covers psychopathology in children and adolescents. It includes current knowledge and issues about
etiology, symptomatology, classification, and intervention from a variety of theoretical perspectives. Multicultural aspects of disorders are addressed. Prerequisites: EPS507 or equivalent, or consent of instructor. 3 semester hours

**EPD656 Communication and Personality Change**

This course is an introduction to Neurolinguistic Programming. Neurolinguistic Programming is based on principles derived from neuropsychology, psycholinguistics, communication theory, and computer theory. It elicits strategies of information processing and facilitates rapport, information gathering, and learning more effective communications skills and change techniques. Prerequisite: Consent of instructor. 3 semester hours

**EPD657 Psychopharmacology for School Personnel**

Designed to review the most current models of the biochemical, pharmacological, and medical insights relevant to usage of the most widely used prescription drugs that school personnel encounter and should understand. This course will place emphasis on the critical review of literature, related use of drugs as well as their side effects, and alternative natural forms of therapy. It is not intended to be a medical course. Ethical issues relevant to school personnel will be emphasized. Prerequisites: EPS503, EPD651, EPD652, or consent of instructor. 2 semester hours

**EPD658 Brief Therapy and Interventions in Educational Settings**

In this course students examine forms of brief therapeutic interventions which can be applied in educational settings. Students explore theories, research, and applications of short-term therapeutic methodologies. Topics include different cognitive therapies, neurolinguistic programming, and solution-focused therapy. Students apply these therapies for interventions with students, teachers, and families within educational systems. Prerequisites: admitted school psychology student, EPS520, EPS562D,E,F, or consent of instructor. 3 semester hours

**EPD659 Studies in Family-School Partnerships and Relationship-Building**

This class will examine characteristics and interactive dynamics of families and schools leading to collaborative family/school partnerships that enhance children’s and adolescents' cognitive and social-emotional skills. It will explore the influence of family composition, cultural/ethnic/religious beliefs and values, economic status, language, and special needs, as well as the effects of school resources, beliefs and attitudes towards diverse learners, and school culture on building collaborative home/school relationships. Theoretical models such as Bronfenbrenner’s ecological model, Getzel’s social systems approach, and Epstein’s typology of parental involvement will frame this inquiry. Evidence-based approaches that promote successful family-school collaboration and meaningful involvement will be investigated. Prerequisite(s): Doctoral standing or permission of instructor. 3 semester hours

**EPD660 Advanced Studies in Cognition: Learning and Knowledge as Social Practices**

Students in this seminar deepen their understanding of social processes that contribute to learning in diverse settings; a dynamic view of knowledge as a result of participating in communities of practice; and understanding of identity development as an aspect of socially relevant learning. The applicability of these ideas is considered when students analyze and critique learning in their chosen learning environment, and identify connections between the learning/teaching practices in diverse instructional settings and the nature and distribution of the knowledge acquired by the participants. This course requires a minimum of 15 hours of field work. Prerequisite(s): Advance standing; a graduate level course on learning in instructional settings (EPS541 or EPS511). 3 semester hours

**Educational Psychology Doctoral Courses**

**EPD662A Doctoral Seminar I: History and Systems of Psychology**

This seminar focuses on the evolution of psychology as a field of study. Students read both foundational and contemporary theory and research to understand the historical progression of major schools of thought in psychology. Students examine the interrelationship between theory and research as it relates to human growth and development and those practices that promote healthful human functioning. This seminar is first in a sequence of seminars for Educational Psychology doctoral students, and is open to other students with advanced standing. 2 semester hours

**EPD662B Doctoral Seminar I: Views of Self and Self Development**

This doctoral seminar focuses on healthy human functioning, development, and learning through theory and research on the self. Students read, discuss, and critically reflect upon foundational literature and contemporary theory and research on the topic. An emphasis is placed on developmental and contextual processes promoting healthy individual functioning and the prevention of mental health problems. This seminar is required for Educational Psychology doctoral students, and is open to other students with advanced standing. 2 semester hours

**EPD662C Doctoral Seminar I: Views of Relationships and Relational Development**

The purpose of this doctoral seminar is to provide students with a forum for studying relationships and the role of relationships in human development and learning. Students critically examine theory and research on different types of relationships in order to understand the significance of a relational frame for conceptualizing individual needs and educational practices and problems. An emphasis is placed on relational issues to schooling and mental health. This seminar is required for Educational Psychology doctoral students, and is open to others with advanced standing. 2 semester hours
The doctoral seminar focuses on healthy human functioning, development, and learning using a contextual systems framework. An emphasis is placed upon culture and community as a context for individual development and adaptation. Students read, discuss, and critically reflect upon contemporary literature on developmental systems theory and cultural psychology. This seminar is required for Educational Psychology doctoral students, and is open to other students with advanced standing. 2 semester hours

**EPD663A**  Doctoral Seminar II: Prevention Models and Community Development

The doctoral seminar focuses on community-based programs and practices for promoting healthy adaptation, learning, and healthy development. Students investigate psychological and educational practice models promoting resiliency and healthy development in individuals, families, and community. Students also explore models of early intervention and risk reduction. This seminar must be taken in conjunction with the Educational Psychology Advanced Practicum (EPD664). This seminar is required for School Psychology doctoral students and is open to other students with advanced standing. 1 semester hour

**EPD663B**  Doctoral Seminar II: Prevention Models and Relational Development

This doctoral seminar focuses on psychological and educational practices for promoting healthy relationships among children, youth, educators and parents. Students explore a variety of intervention and prevention approaches for helping individuals understand and manage the challenges of initiating and maintaining relationships. An emphasis is placed on preventive interventions designed to promote a pro-social orientation among children and youth in educational settings. This seminar must be taken in conjunction with the Educational Psychology Advanced Practicum (EPD664). This seminar is required for School Psychology doctoral students and open to other students with advanced standing. 1 semester hour

**EPD663C**  Doctoral Seminar II: Prevention Models and Individual Development

This doctoral seminar focuses on psychological and educational practices designed to promote healthy adaptation and coping in individuals. Students explore a variety of intervention and prevention approaches within educational contexts. An emphasis is placed on preventive interventions that use a developmental/systems framework and that promote resiliency and a pro-social orientation for children and youth at risk. This seminar must be taken in conjunction with the Educational Psychology Advanced Practicum (EPD664). This seminar is required for School Psychology doctoral students and is open to other students with advanced standing. 1 semester hour

**EPD664**  Advanced Practicum in Educational Psychology

This practicum offers students an opportunity to gain experience in the schools with prevention services. Students spend one half day per week in the field to develop and implement programs that promote healthy development and learning. This practicum is intended for doctoral students with advanced standing. Students enroll for one semester hour over three consecutive quarters. This practicum must be taken in conjunction with the Educational Psychology Doctoral Seminar II (EPD663A, B, C) (Students register for 1sh per quarter) 1-3 semester hours

**EPD665**  School Psychology Supervision Practicum

This practicum is intended for advanced school psychology doctoral students and certified school psychologists interested in gaining knowledge and skills in the supervision of beginning school psychology students. Participants mentor practicum and intern school psychology students as they gain experience in their field sites and the university clinic. (Students register for 1sh per quarter) 1-3 semester hours


This course is devoted to the study of cognition and learning in classroom and school contexts. Students examine learning through a process of design-based research. Individuals engaged in design-based research utilize domain specific learning theory and research to outline cycles of instructional design, enactment, and analysis, and redesign in natural learning contexts. Student examine examples of published design research to derive frameworks, principles, and methods for action. Students draw from the literature to develop their own design experiments including appropriate assessment tools and evaluation processes to embed within the design. Students are expected to design and implement one research cycle during the course. Prerequisite(s): EPS541 Cognition and Instruction (or equivalent course); a graduate level research design course. 3 semester hours

**EPD668**  Advanced Studies in Social Issues Relevant to Education: Interpersonal Relationship in Culturally Diverse Educational Environments

The social fabric of today’s schools is woven with many cultures and languages. This complex fabric requires educators and students to understand individuals from cultures outside their own. To develop such understanding, students first explore and critique the vast literature on ethnic and cultural issues in conflict creation and its resolution and peace education. Students also examine theories, research, and practice related to identity development, perception of “the other,” and prejudicial attitudes and behavior. Lastly, students explore the interrelations among theories, research and practice in building positive social relations and manage or resolving conflicts in diverse educational cultural settings. Prerequisite(s): Doctoral standing or permission of instructor. 3 semester hours
EPD699 Advanced Studies in Problem Solving: Special Education and School Psychology Service Delivery Systems
Students will learn about IDEA changes that legitimize service provision in a 3-tier prevention model based on severity of educational needs and intensity of resources required to produce meaningful educational benefit. These services are delivered through a Problem-Solving model, including FLEX in Illinois. Students will learn a variety of forms of Problem-Solving that have a strong philosophical underpinning and procedural components (e.g., universal screening, progress monitoring) that distinguish it from referral-test-place special education practices. Procedural practices as implemented in schools and states across the country will be presented. Prerequisite(s): Doctoral standing or permission of instructor. 3 semester hours

EPD690A Internship in Educational Psychology
Prerequisite: Consent of instructor. 1-6 semester hours

EPD690B Doctoral Internship in School Psychology
The School Psychology doctoral internship is a twelve-month full time experience in broad areas of psychology, under the supervision of both university and licensed psychologists in the field. The internship goals, requirements, activities, evaluation, etc. have been developed and are delivered through the Illinois School Psychology Internship consortium (ISPIC). The experience is designed to meet all the professional associations’ requirements for doctoral level School Psychology internship. Prerequisite(s): Successful completion of the relevant courses and the comprehensive examination. Consent of the Doctoral Program Director. 1-6 semester hours

EPD692 Doctoral Practicum in School Psychology
This practicum is designed to broaden the applied skills of doctoral level school psychology students to include activities essential for the delivery of mental health services to children and youth in schools and other educational contexts. Practicum activities include early identification and intervention activities designed to promote mental health and resiliency. Doctoral students will work under the supervision of mental health professionals, such as a licensed doctoral level psychologist, and the university practicum instructor. A total of 600 practicum hours and 6 semester hour credits are required. Practicum seminar: Students enrolled in the practicum must attend a bi-weekly seminar. The seminar, which is associated with the field experience, will be primarily problem-based, and will involve presentation, analysis, and discussion of actual practice experiences. Students may complete the practicum in either one or two years and will participate in practicum seminars concurrently with their field experience. Students will typically register for 2 semester credits per term. A total of 6 semester hours are required. Prerequisite(s): EPS562D, EPS52E, EPS562F, Mental Health in Schools I, and Mental Health in Schools II, or equivalent. Admitted doctoral level School Psychology students. 1-6 semester hours

EPD694 Independent Study in Educational Psychology
1-3 semester hours

EPD695 Selected Topics in Educational Psychology
1-3 semester hours

EPS-Educational Psychology

EPS301 Educational Psychology for Teachers
The course is specially designed for the education major. Prospective teachers engage in understanding and developing a psychological view of the classroom. Social, emotional, and cognitive influences that shape the educational experiences of both students and the teacher are examined in light of recent research. Individual perspective is emphasized through readings, written assignments, and discussions. Educational Psychology for Teachers is required for admission to National College of Education and has concurrent enrollment with ELE 200 Elementary Education: Practicum I. Prerequisite: Elementary Education major (minimum Sophomore standing) and one developmental psychology course. 3 quarter hours

EPS600A 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

EPS600B Human Development with a Focus on Elementary and Middle Childhood
This course introduces human development from birth to adolescence with a special focus on development during ages 5 through 11. Emphasis is placed on the physical, intellectual, emotional/social, and cultural development of the child and the implications on living and learning. A study of learning issues commonly identified during this period will be discussed, as well as issues concerning social-emotional well-being and health issues of middle childhood. Students will also critically examine, explore, and discuss changes in the social roles of youth, including peer and family relations and school influences on learning and development. An observational component will be required of all students. Please note that only one version of EPS600 may be counted toward a degree. 2 semester hours

EPS600C Human Development with a Focus on Young Adolescence (10-14)
This course introduces human development with a special focus
COURSE DESCRIPTIONS

on young adolescent development from 10-14 years old. Students examine and develop an appreciation of the unique needs of development during this growth. Emphasis is placed on the physical, intellectual, emotional/social, spiritual, and cultural development of the young adolescent and the implications on living and learning. An in-depth study of young adolescent health issues is also an essential part of this course. Students critically examine, explore, and discuss adolescents experience that might involve them in risky behaviors, possibly jeopardizing their current health status, but also possible life-long health status. Students learn the value of developing collaborative relationships with community health resources. Please note that only one version of EPS500 may be counted toward a degree. 3 semester hours

EPS500D  Human Development with a Focus on Adolescence
This course introduces human development with a special focus on adolescent development from 11-18. Students examine and develop an appreciation of the unique developmental needs of adolescents as nested within the boarder framework of human development. Emphasis is placed on the implications of physical (including adolescent health issues), cognitive, emotional/social, spiritual, and cultural development of the adolescent for living and learning. Students critically examine, explore, and discuss developmental changes adolescents experience that might lead them to become involved in risky behaviors, possibly jeopardizing them both in the present and the future. Students learn the value of developing collaborative relationships with community resources to provide comprehensive services for adolescents. Please note that only one version of EPS500 may be counted toward a degree. 2 semester hours

EPS500F  Contemporary Survey of Child Development
Explores current research and major theoretical positions in child development. Course content includes the study of children’s cognitive, social, emotional, physical, language, moral, and perceptual development with special emphasis on understanding the integration of these developmental processes in normal and exceptional child development. Includes field observations. Students learn to critique child development research and use the resources of the library and different computerized data-bases to write a review of the literature on a selected topic. Please note that only one version of EPS500 may be counted toward a degree. (This course is available only in the Early Childhood Leadership and Advocacy Program) 3 semester hours

EPS503  Neuropsychology of Behavior and Learning
This course helps students develop an understanding of the basic structures, functions, and physiology of the central nervous system thought to underlie behavior and learning. The overall goal is to help students gain a better understanding of brain mechanisms and related physiological systems which mediate developmental, adaptive, and dysfunctional behavior. 2 semester hours

EPS507  Abnormal Psychology
This course discusses psychopathology and abnormal modes of human functioning throughout the lifespan. Psychopathology will be examined from an integrated cultural, genetic, neurophysiological, psychogenetic, and social perspective. Etiology, symptomatology, and therapeutic interventions related to various psychopathologies will be examined critically. The use of DSM-IV for diagnosis and understanding of psychopathology will be discussed. Prerequisites: EPS500 or EPS510 or equivalent. 3 semester hours

EPS508  Foundational Studies II: Diverse Experiences of Learning and Schooling
This course is the second in a three part alternative core of courses that is offered in select cluster groups. This course, along with FND506 and ESR509 must be taken in sequence and no substitution is allowed. In these courses students explore educational issues from historical, social, psychological, and philosophical perspectives through this integrated interdisciplinary forum. A problem-based inquiry approach enables students to link theory and practice at multiple levels, including that of the individual, the classroom, the school community, and the larger society. Students use the literature from educational psychology and educational foundations to actively examine educational issues and to critique their own assumptions about human learning and development and a proper educational experience. Through interpretive and empirical inquiry, students further expand their understanding of these issues as well as their understanding of educational research processes.

Drawing from the foundational framework developed in Term I, students in EPS508 explore issues of diversity and education. Students critically examine the dynamic interactions between society, community, family, classroom, and the individual as they relate to processes of schooling, learning and human development. 2 semester hours

EPS509  Structure and Organization of the Educational System for School Counselors
Introduces students to the structure, organization and operation of the educational system with an emphasis on P-12 schools. Course is designed for School Counseling professionals who function in roles that support direct instruction and intervene with students and their families in school settings. Activities provide an open forum in which students first understand and then construct their own ideas about effective schooling in the United States. Prerequisite(s): Graduate standing or admission to the School Counseling Program and/or permission of instructor. 2 semester hours

EPS510  Theories of Teaching & Learning
This course explores theories and current research in
educational psychology as they relate to questions of teaching and learning. As they examine and discuss literature in the field, students also have an opportunity to reflect upon their own experiences and assumptions regarding teaching/learning. Questions of assessment, diversity, classroom management, and motivation will also be explored. Students will critically analyze theoretical constructs and apply them to simulated educational situations and field experiences. 2 semester hours

**EPSS11 Human Learning & Development in Instructional Contexts (M.A.T. students)**

During this course students explore theory and research on human development as it relates to teaching and learning in diverse educational settings. Students focus on the development issues/processes of different age learners across different domains (e.g. neurological, cognitive, linguistic, social, emotional). Students also examine the relationship between these processes and the acquisition of academic competence, including habits of mind that promote ongoing learning and mental health in schools. Fifteen hours of observations are required of all students. Prerequisite(s): none. 3 semester hours

**EPSS17 Theory and Research in Social Psychology and Personality**

The purpose of this course is to provide students with a foundation in personality and social psychology. Students review major principles and research regarding the individual in a culturally diverse society. Broad topic areas include personality theory, social interaction and communication, group process, and community relations. Students also explore applications of this work to current issues in education. Prerequisite: EPS500 or equivalent. 3 semester hours

**EPSS20 Theories and Practices of Guidance and Counseling**

This course provides graduate students with an understanding of the role of guidance and counseling in a variety of public and private settings. An in-depth presentation of different therapeutic strategies will be explored in order to provide the student with an opportunity to understand which treatment approaches are most appropriate given the individual and family problems which are frequently presented in counseling and/or therapeutic relationships. Students will have an opportunity to practice these strategies within the context of the class. Emphasis will be placed on how the psychologist working in the schools can integrate counseling techniques to facilitate therapeutic change. The application of counseling approaches to culturally diverse populations will also be explored. 3 semester hours

**EPSS21 Theories and Applications of Group Dynamics in Educational Settings**

This course provides students with the opportunity to examine and apply theories of group dynamics as they affect children and adults in diverse educational and therapeutic settings. Students will be encouraged to reflect on their own group experiences and will be required to analyze and communicate how group dynamics affect the functioning of individuals and groups as a whole within various cultural contexts. Prerequisites: graduate student standing, EPS500 or equivalent, or consent of instructor. 3 semester hours

**EPSS23 Short-Term Family Therapy**

In this course students examine general systems theory as applied to short-term family intervention strategies. Students critically evaluate current research and theories on which various forms of therapy are based. Short-term models of therapeutic interventions applicable for educational settings will be examined. Prerequisites: admitted school psychology student, EPS520, EPS562D,E,F, or consent of instructor. 3 semester hours

**EPSS24 Guidance Skills for the Middle School Teacher**

Helps teachers develop practical, basic counseling skills that can be used within their own classrooms. Basic contents include: decision-making strategies, group dynamics and leadership theories, specific guidance techniques, and related literature, values clarification procedures, program design, diagnosis of individual needs, problem-solving techniques, self and peer evaluations, classroom climate development, guidance principles, and review of literature related to middle school students. Teachers in this course are asked to implement the skills in their classrooms and analyze the results. 2 semester hours

**EPSS26 Organizational Theory, Group Dynamics, and Leadership Applications**

An analysis of social interaction in groups. Using Systems Theory as an integrating paradigm, this course is designed to deepen the student’s awareness of how s/he affects and is affected by others in different group situations. Personal assessment is continuous throughout the course as students examine different ways of working effectively in groups as both leader and group member. Includes an analysis of leadership style and principles of organizational climate as they relate to the organizational context of early childhood education. Provides opportunities for students to apply the concepts of group dynamics and models of leadership in their respective educational settings. (This course is also offered in the Early Childhood Leadership and Advocacy Program, EPS526F.) 3 semester hours

**EPSS27 Group Theory and Classroom Applications**

Students explore ways of working effectively in groups as a member and as a facilitator. Building on theoretical bases of social psychology and group dynamics, participants examine the functioning of groups in classrooms, schools and their own M.Ed. groups. A purpose is to deepen students’ self-awareness, how they affect and are affected by others in group situations, and how member and leader roles interconnect. Participants explore issues of diversity within their M.Ed. groups, within their schools and classrooms. Even with groups that appear homogeneous, differences are acknowledged and processed. Forming and sustaining group life are enhanced through on-line interactions. Prerequisite(s): Admission to the M.Ed. graduate field-based
program. 3 semester hours

EPS528 Human Development and Learning
The purpose of this course is to encourage participants to bring a critical perspective to the study of major theories of human development and learning with particular attention paid to how such theories help teachers understand the contemporary issues and problems facing their students. Participants will use field experiences and classroom application to sharpen their critical understanding of the place of such theories in their professional work. Prerequisites: Admission to the M.Ed field-based program. 3 semester hours

EPS529 Human Development and Learning II: Contemporary Issues
An analysis of contemporary issues and concepts in human development and learning. Students will conduct a project that investigates the impact of these issues and concepts on classrooms, schools, and community. (Offered in the Interdisciplinary Studies program only). 3 semester hours

EPS530 Educational Assessment for Problem Solving
Students will learn an ecological assessment approach designed to prevent and remediate learning problems in general, remedial, and special education. Students will learn interviewing regarding instruction, observing student-teacher instructional interactions, and basics of Curriculum Based Measurement for purposes of universal screening, and progress monitoring. School Psychology students must take this course concurrently with EPS562B School Psychology Practicum I. Prerequisite(s): EPS507 Quantitative Research for Educational Psychologists or equivalent and consent of instructor. 2 semester hours

EPS531 Assessment of Personality I
This course is an introduction to personality assessment where students learn personality assessment practices used in school settings. These include projective tests, rating scales, and checklists. Students learn to write reports incorporating assessment data. Issues of diversity and bias in assessment will be explored. Prerequisites: admitted school psychology student, EPS517, EPS530, or consent of instructor. 3 semester hours

EPS532A/B Assessment of Cognitive Ability I/II
This course is intended for School Psychology students. The course is broken into two sections, EPS532A and EPS532B taken over two consecutive terms. Through these courses, students examine different models and methods of assessing cognitive abilities in children and adolescents. An emphasis is placed upon practicing the administration and scoring procedures of measures commonly used to assess individual cognitive ability and cognitive processing in educational settings. Students develop an understanding of the questions these measures are useful to address and their integration with other tools. Students critically examine the nondiscriminatory use of these tools with diverse populations. Prerequisite(s):

ESR502 or equivalent, Admission to the School Psychology Program. 2 semester hours each

EPS535 Assessment of Infants and Preschool Children/School Psychology
This course is designed to explore a wide variety of developmental and psychoeducational assessment procedures and techniques for use with infants and preschool children. This course prepares school psychologists to conduct developmental assessments through the use of a variety of observational techniques, evaluation of play and the administration of cognitive ability measures. Instruments and techniques for evaluation of social, emotional, adaptive behavior, fine and gross motor and speech and language development will also be explored. Non-discriminatory use and interpretation of cognitive measures, the integration of information from multiple sources and report writing will be emphasized. Prerequisites: admitted school psychology student, EPS530 or consent of instructor. 3 semester hours

EPS536 Diagnostic Evaluation of the Preschool Child/Early Childhood Education
The purpose of this course is to provide deeper insight into the growth patterns of the preschool child and the types of diagnostic tests that will enable the student to determine a child’s maturity level, stage of development, and possible impairment. Contemporary methods of child study that focus on all aspects of the developing child will be discussed. Nondiscriminatory use of standardized tests, rating scales, screening batteries, and diagnostic play techniques will be reviewed. Prerequisite: EPS500. 2 semester hours

EPS537 Psychological Assessment of Students from Diverse Cultures and Language Backgrounds
This course is designed to address the issues and procedures related to assessment of diverse populations, particularly bilingual students. The impact of language and culture, as well as the legal aspects of assessing limited English proficient (LEP) children will be investigated. This course is designed to meet the partial requirements of the state of Illinois for certification as a bilingual psychologist. Prerequisites: EPS530, EPS532, or consent of instructor. 3 semester hours

EPS538 Family Assessment and Intervention
This course includes an assessment of family’s strengths, difficulties, and needs which relate to the child’s development beginning in infancy. Topics include assessment techniques, interventions, and projected outcomes. Issues of diversity and bias in assessment and intervention will be explored. Prerequisites: EPS500 or equivalent. 3 semester hours

EPS539 Cognitive-Behavioral Intervention in Schools
The purpose of this course is to enhance student understanding of cognitive-behavioral change programs for children and adolescents. Students review psychological theory on the connection between culture, cognition, and action as it relates to child behavior in the classroom. Students also apply this
information to critique and develop culturally responsive intervention programs to support child or adolescent learning. Prerequisites: EPS500, EPS541, or their equivalents. Students in school psychology certification program must take this course concurrently with EPS562C. 2 semester hours

**EPS544** Mental Health in Schools: Prevention and Intervention II

This is the second of a two-course series in mental health prevention and intervention in schools. The course is designed to continue the examination of the nature of mental health, delivery of mental health prevention and intervention in diverse cultural and economic environments, and early identification and intervention designed to promote mental health and resiliency. Students provide direct intervention services (individual and group counseling), and indirect intervention services (teacher and family consultation) with field and university supervision. Prerequisite(s): EPS500, EPS517, EPS507, EPS503, EPS543 or equivalent. 3 semester hours

**EPS561A** Theory and Practice of School-Based Consultation I

This course examines theories and practices of school-based consultation. The course is taken over two consecutive terms. Two semester hours are earned the first term (EPS561A) and one semester hour is earned the second term (EPS561B). The course is designed to explore school based consultation models, and acquire consultation skills. Students explore the role of consultation in prevention and intervention models. Students acquire consultation expertise and examine issues in applying theory to practice through a weekly consultation meeting with a teacher in a school setting. Issues of cultural diversity in the delivery of consultation services are examined and discussed. Prerequisite(s): Admitted to the School Psychology program. Must be taken concurrently with second year practicum. 2 semester hours

**EPS561B** Theory and Practice of School-Based Consultation II

This course examines theories and practices of school-based consultation. The course is taken over two consecutive terms. Two semester hours are earned the first term (EPS561A) and one semester hour is earned the second term (EPS561B). The course is designed to explore school based consultation models, and acquire consultation skills. Students explore the role of consultation in prevention and intervention models. Students acquire consultation expertise and examine issues in applying theory to practice through a weekly consultation meeting with a teacher in a school setting. Issues of cultural diversity in the delivery of consultation services are examined and discussed. Prerequisite(s): EPS561A, Admitted to the School Psychology program. Must be taken concurrently with second year practicum. 1 semester hour


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. Prerequisites: admitted school psychology student, EPS562A must be taken concurrently with EPS540; EPS562B must be taken concurrently with EPS541; EPS562C must be taken concurrently with EPS539. 1 semester hour each

EPS562D, EPS562E, EPS562F  
School Psychology Practicum II: Integrating Clinical and Research Practices  
This practicum series is designed for students seeking state certification in school psychology. It provides a variety of clinical experiences consistent with the role of practicing school psychologists. Over a three-quarter period, students apprentice with experienced practitioners to engage in observations, interviews, consultations, assessments, and group/individual interventions. An emphasis is placed upon promoting an understanding of and responsiveness to human diversity. Students attend a weekly seminar on campus that provides time for reflection on practice and group supervision. The additional semester hour for the practicum series is designed for students to complete the required practice-based research project. Prerequisite(s): Admission to the School Psychology Program; EPS520, EPS530, EPS531, EPS532, EPS540, EPS541, EPS539, EPS562ABC (or equivalent experiences); or consent of instructor. 1-3 semester hours each

EPS581  Workshop/Educational Psychology/Humanistic Education  
1-4 semester hours

EPS582  Workshop/Educational Psychology/Human Development  
1-4 semester hours

EPS586  Workshop/Educational Psychology/Assessment  
1-4 semester hours

EPS587  Workshop/Educational Psychology/Behavior Management  
1-4 semester hours

EPS588  Workshop/Educational Psychology/Therapy with Children  
1-4 semester hours

EPS590  Internship in School Psychology  
The internship is a minimum 1200 clock hour culminating experience in the school psychology program. Upon completion of all course requirements (including practica), students are eligible to apply for internship placement. The internship provides students with field-based experiences enabling them to apply knowledge and skills acquired during their previous coursework in actual work settings. Interns work full-time under close and supportive supervision from a field-based supervisor as they engage in a variety of school psychological services. Throughout these experiences, interns have opportunities to critically reflect upon the interrelationships between theory, research, and practice in the field of school psychology. Prerequisite(s): School Psychology Student - Successful completion of all school psychology program coursework. 2 semester hours each for 3 terms (total = 6 semester hours)

EPS593  Legal and Professional Issues in School Psychology  
This is the second in a two professional School Psychology courses (the first is EPS540) designed to critically examine historical, current, and emerging models of school psychological practices and legal issues. Students examine in-depth the following issues: ethical principles and codes of conduct guiding school psychological practices; legal history and mandates related to assessment, diagnosis, and intervention; and examination of multiculturalism and bias in assessment and other school related practices. Prerequisites: EPS540, last year in the School Psychology Certification Program prior to the internship. 2 semester hours

EPS594  Independent Study in Educational Psychology  
1-4 semester hours

EPS595  Selected Topics in Educational Psychology  
1-3 semester hours

EPS599  Thesis in Educational Psychology  
1-4 semester hours

EPS599X  Thesis Continuation  
Continuous registration required until thesis is complete. Prerequisite(s): Masters standing, consent of instructor, and prior registration for the required number of hours in EPS599. 0 semester hours

ESR-Educational Statistics and Research

ESR502  Research Analysis Methods for Educational Psychologists  
Students learn about research tools and strategies of problem investigation to critically analyze research studies, clinical assessment tools, clinical reports, and program evaluations relevant to Educational Psychology and School Psychology. Topics of investigation include identifying research hypotheses and questions, ethics in the conduct of research, criteria for a sound literature review, structure and uses of qualitative and quantitative data collection and analysis techniques. Measures
of central tendency and dispersion, measurement error, correlation, t-tests, analysis of variance, and chi-square tests are introduced within the context of multiple research designs. Prerequisite(s): Admission to the Educational Psychology program or consent of instructor. 2 semester hours

ESR503 Applied Research Methods for Educational Psychologists
Students apply research tools and strategies of problem investigation to the formulation of original small-scale research proposals and plans for program evaluation relevant to Educational and School Psychology that embody acceptable standards of reliability, validity, and ethics. Students develop sound and testable research questions and hypotheses, conduct an abbreviated literature review, and use quantitative and qualitative data collection and analysis techniques. These techniques may include measures of central tendency and dispersion, measurement error, correlation, t-tests, analysis of variance, factor analysis, chi-square, meta-analysis, observation, interviewing, case study, and questionnaire construction. Prerequisite(s): ESR502 - Research Analysis Methods for Educational Psychologists or equivalent course or consent of instructor. 2 semester hours

ESR505 Educational Inquiry and Assessment (M.Ed. Students)
Students explore research paradigms and methodologies by studying their own educational settings and contexts. Students investigate topics that are of interest to them and learn how to retrieve, critique, and summarize published research. They produce and evaluate their own data to understand their classrooms and their students’ achievement, behaviors, and attitudes. Working collaboratively and independently on small projects and assignments, students learn different approaches to data collection and evaluation considering issues of credibility, reliability and validity. This course requires a minimum of 15 hours of field-based activities. Students who have taken ESR506 and ESR507 may not receive degree credit for ESR505. Prerequisites: None. 3 semester hours

ESR506 Graduate Research: Interpretive/Critical
Students explore the distinctions and relationships within and between the interpretive and critical paradigms. Various data collection methods such as observation, interview, document, analysis, and narrative examination are introduced and practiced in order to gain insight into the educational setting. Students plan, conduct, and present a research project. Students are expected to attend a library session prior to or during the first three weeks of this course to learn how to use the library resources. 2 semester hours

ESR507 Graduate Research: Empirical/Quantitative
Students acquire skills that enable them to conduct research in their own classrooms or educational settings and to extend their ability to critique research studies using quantitative measures. The course includes a discussion of the empirical/quantitative paradigm and its advantages and limitations. The course focuses on the use of quantitative methods that may be used by educators conducting research and reflecting on educational practice. Students plan and carry out a small-scale research study in their own area of interest using Windows-based computer software to analyze data by generating appropriate descriptive and inferential statistics. Topics related to assessment, such as norms, reliability, and validity, will also be introduced. Prerequisite ESR506. 2 semester hours

ESR508 Research for School Leaders
Students explore the distinctions and relationships between research paradigms used to facilitate school change. Various data collection methods specific to the paradigms are introduced and practiced in order to gain insight into their application for leaders in educational settings. Topics related to assessment and technology-based strategies are introduced to support and facilitate the use of research and research-based decision-making in these settings. Students work collaboratively to plan, conduct and present research projects representing each paradigm. The research projects are school-based, done in conjunction with their required internship component, and are consistent with guidelines suggested by the Educational Leadership Constituent Consortium. 3 semester hours

ESR509 Foundational Studies III: Changing Instructional Systems (offered only in the IDS program)
This course is the third in a three part alternative core of courses that is offered in select cluster groups. This course, along with FND506 and EPS508 must be taken in sequence and no substitution is allowed. In these courses Students explore educational issues from historical, social, psychological, and philosophical perspectives through this integrated interdisciplinary forum. A problem-based inquiry approach enables students to link theory and practice at multiple levels, including that of the individual, the classroom, the school community, and the larger society. Students use the literature from educational psychology and educational foundations to actively examine educational issues and to critique their own assumptions about human learning and development and a proper educational experience. Through interpretive and empirical inquiry, students further expand their understanding of these issues as well as their understanding of educational research processes. In ESR509 students continue to develop their foundational framework to include democratic and ethical principles. Students explore current curricular processes and instructional systems to understand school reform and to envision constructive change processes. 2 semester hours

ESR510 Action Research I: Purposes, Assumptions and Practice (offered only in the IDS program)
The course introduces traditions and conceptions of action and interpretive research and its relation to other forms of research. It emphasizes the role of teachers as researchers of their own practices and contexts. Participants explore their classrooms as complex systems shaped by interpersonal, cultural, and
political/structural dynamics. Participants build a framework as they begin their action research projects. Participants explore ways to incorporate their knowledge of technology through their research experience. Prerequisites: Admission to the M.Ed. Field-based program  3 semester hours

ESR511  Action Research II: Contextualizing and Analyzing (offered only in the IDS program)

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

ESR514  Research in Action: Becoming Practitioner Researchers (for M.A.T. students)

Students explore research paradigms with an emphasis on practitioner research and its role in education. Students examine their own educational views, histories, and values, and choose topics for small-scale projects and assignments that introduce them to different research designs and methodologies. Data from several sources will be collected and analyzed. Course readings are used to exemplify various methods and styles of conceptualizing, conducting, and presenting research. Students will learn about ethical considerations in educational inquiry and the skills necessary to critique research. 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.  3 semester hours

ESR591  Action Research III: Interpreting and Sharing (offered only in the IDS program)

This course marks the transition from conducting a systematic action research study to a more conscious awareness of the integrated nature of daily teaching and informal researching. Participants reflect on their data, construct patterns, and note changes in their practices, and prepare for a final project communicating what they have learned. They explore ways to continue, in an on-going fashion, the self-assessment processes of reflective practitioners. Participants explore ways to incorporate their knowledge of technology through their research experience. Prerequisite(s): Admission to the M.Ed. Field-based program and ESR511.  2 semester hours

ESR592  Extending Action Research (offered only in the IDS program)

This course provides the student with the opportunity to explore current or specialized topics in the field of educational research. The emphasis is on action research projects, writing for publication, presenting results of research at professional meetings and extending professional contacts through a collegial teacher research support group. This course assumes students have background knowledge in research.  3 semester hours

ESR594  Independent Study

1-4 semester hours

ESR595  Special Topics in Research

This course provides the student with the opportunity to explore current or specialized topics in the field of educational research.  1-6 semester hours

ESR604  Dissertation Proposal Seminar

This course is currently under revision. Consult your Doctoral Program Director for current information. Prerequisites: ESR610, ESR612, ESR614, ESR616 or ESR618. The completion of comprehensive qualifying examinations is also recommended.  2 semester hours

ESR610  Paradigms of Research: Alternative Ways of Knowing

In this team-taught course students explore multiple theories of knowledge and research and the ways in which these theories are enacted in contemporary educational and interdisciplinary contexts. Students investigate the nature and language of epistemological claims as they are created and 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. Prerequisite(s): Doctoral standing; ESR507 or consent of instructors.  2 semester hours

ESR612  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

ESR614  Interpretive and 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

ESR616 Empirical/Analytic Research II
This course uses a case-based approach to explore issues that arise in empirical/analytical studies when multiple measures are available from individuals or groups. The course builds on the discussion of the previous course ESR612 to examine inferential statistical techniques for multivariate data. The assumptions, design and limitations of empirical/analytical studies that use multiple measures will be addressed. Multivariate statistical techniques will be discussed in the context of one or two cases of data and data generated by students. Prerequisite: ESR610, ESR612. 3 semester hours

ESR618 Interpretive and Critical Research II
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 and ESR614 or consent of instructors. 3 semester hours

FND-Foundations

FND503 Historical and Philosophical Foundations of Early Childhood Education
This course explores the rich historical and philosophical antecedents of educational programs for young children, including those with exceptionalities. Its scope extends from Plato to the present day with comparisons and contrasts made between earlier educators and leading theorists of the present era. Some cross-cultural comparisons are included. Students are encouraged to use the Internet and other technologies to access current information and examine it with research findings and our knowledge base from the past. The purposes are: to provide the early childhood educator with a context for understanding and evaluating current practices and to provide a context for the development of a reasoned and coherent personal philosophy of caring for and teaching young children, based on ethical and professional practice and decision-making. Prerequisite(s): None. 3 semester hours.

FND504 History and Philosophy of Education
The course examines key turning points in United States educational history. It locates educational transformation within social, political, and economic developments, and emphasizes the complex relationship between leading educators' ideas and educational change. For all master's degree students. 2 semester hours

FND505 Contemporary Issues in Education
This course introduces students to major debates about contemporary educational issues in the United States and explores the obstacles and challenges faced by educators. Students will critically examine the basic assumptions and social forces that influence the current educational policy making and reform efforts with an emphasis on their socio-cultural, economic, and political underpinnings. The course encourages ongoing reflective practice and dialogue concerning social justice issues and the role of education in a democracy. 2 semester hours

FND506 Foundational Studies I: Schooling, Knowing, and Childhood (offered only in the IDS program)
This course is the first in a three part alternative core of courses that is offered in select cluster groups. This course, along with EPS508 and ESR509 must be taken in sequence and no substitution is allowed. In these courses students explore educational issues from historical, social, psychological, and philosophical perspectives through this integrated interdisciplinary forum. A problem-based inquiry approach enables students to link theory and practice at multiple levels, including that of the individual, the classroom, the school community, and the larger society. Students use the literature from educational psychology and educational foundations to actively examine educational issues and to critique their own assumptions about human learning and development and a proper educational experience. Through interpretive and empirical inquiry, students further expand their understanding of these issues as well as their understanding of educational research processes.

In this first course, FND506, students develop a framework involving the macro processes of schooling, micro processes of individual human development, and educational research processes. Students lay the foundation for the development of their own personal educational philosophy and build a perspective for examining current issues in education. 2 semester hours

FND509 Educational Foundations (offered only in the IDS program)
Participants will examine their own educational beliefs, personal values, and instructional practices in light of historical/sociological issues, themes, and theoretical approaches to education. This course will emphasize that the structural basis of schooling and what gets taught in schools is deeply embedded in the social, cultural, and political context of a particular time. There will be an emphasis on teachers making connections between current and historical struggles in education in order to
analyze alternatives to current practices. Through dialogue, readings, interviews, projects, websites, and activities, educators will explore issues of equity and social justice for all children. Prerequisite(s): Admission to the M.Ed. IDS Program, field-based model. 3 semester hours

FND510 Social Justice Perspectives on the History and Philosophy of United States (USA) Education (for M.A.T. students)

This course critically examines the social, cultural, political, and economic forces, and the philosophies of education that have influenced policy, laws, school structure, and practices throughout the history of American education. Issues addressed include ability and disability, race, ethnicity, gender, and class. Students lay the foundation for the development of a personal philosophy of education and reflectively examine issues of education from legal and social justice perspectives. This course requires a minimum of 15 hours of field-based activities. Prerequisite(s): None. 3 semester hours

FND511 Social and Cultural Politics of Education: Personal and Contextual Perspectives (for M.Ed. students)

In this course, students will examine current social, cultural, political, and economic factors that affect American education and schooling. These factors will be examined in relation to students' personal, professional and social identities, beliefs, and experiences. The intent is for educators to understand the socio-political, historical, philosophical and cultural contexts of their practice and their abilities and responsibilities that help shape those contexts. Students will engage in ongoing discussion of and reflection on the moral and ethical responsibilities of educators who also will construct and implement a plan of action that reflects a commitment to democratic schools and social justice. This course requires a minimum of 15 hours of field-based activities. Prerequisite(s): None. This course is for students of M.Ed. programs. 3 semester hours

FND591 Field Study/Educational Foundations
2 semester hours

FND594 Independent Study
Students have the opportunity to pursue an area of interest under the guidance of a faculty member in Foundations and Research. 1-4 semester hours

IDS-Interdisciplinary Studies

IDS560 Integrated Curriculum I: Philosophical and Theoretical Foundations
This first course in a two-course sequence focuses on the idea of curriculum integration in the K-12 schools. In contrast to the traditional arrangement of schooling into separate subjects and time periods of the day, there is an enduring and strengthening paradigm of education which aims for a more holistic, integrated set of learning experiences for students. This initial course focuses on the roots, reasons, characteristics, and politics of the integrated-learning paradigm. Topics include the historical evolution of both the separate-subject curriculum and the various integrated alternatives which have arisen in the past; the theories of learning and human development which support an integrated approach; the socio-political theories supporting curriculum integration; and the key ingredients of classroom curricular integration. The course takes the integrated paradigm as its own, and providing a demonstration of such holistic learning by intertwining the study of above elements, which might ordinarily be taught separately. 3 semester hours

IDS561 Integrated Curriculum II: Practical and Political Aspects of Implementation
This second course in a two-term sequence focuses on the enduring concept of integrating learning in the K-12 schools. In contrast to the traditional arrangement of schooling into separate subjects and time periods of the day, there is an emerging paradigm of schooling which creates a more holistic, integrated set of learning experiences for students. This second course in the sequence focuses on the practical features observation, critical appraisal, design, implementation, and evaluation of integrated curriculum experiments in real classrooms. The course takes the integrated paradigm as its own, and providing a demonstration of such holistic learning by intertwining the study of above elements, which might ordinarily be taught separately. 3 semester hours

IDS590 Internship in Curriculum and Teaching
The Internship in Curriculum and Teaching is designed specifically for students enrolled in the Leadership in Curriculum and Teaching Educational Specialist Field Program. The internship is an integrated part of the intact group experience comprising one strand among several. Rather than a culminating experience, the internship is intended to parallel coursework in group theory, leadership, classroom culture, curriculum theory and evaluation, and staff development. Interns are encouraged to work collaboratively on meaningful projects intended to affect change in school policies and procedures. NLU faculty, school personnel associated with the internship site, and participating interns will be responsible for monitoring the internship. Each student in the Curriculum and Teaching Specialist Field Program is required to register for a total of nine semester hours. Prerequisites: Acceptance into the Curriculum and Teaching Educational Specialist Field Program and enrollment in Term I. 1-4 semester hours. Variable credit per quarter.

MHE-Mathematics Education

MHE450 Mathematics for Elementary School Teachers
This is a mathematics content course for prospective and inservice elementary school teachers. It addresses the concepts of a comprehensive elementary and middle school mathematics curriculum through reasoning and problem solving in the areas of patterns, number, geometry, measurement, data, and chance. 3 semester hours
MHE480A  Methods of Teaching Mathematics
This course, intended for students preparing to become certificated teachers (K-9), addresses methods, materials, and instructional issues in teaching mathematics in the elementary school. It is designed to help future teachers develop knowledge, skills, and beliefs that enhance their ability to teach mathematics to children. Prerequisite: Admission to National College of Education and 10 quarter hours of mathematics, college algebra level and above. 4 quarter hours

MHE480B  Methods for Teaching Elementary School Mathematics
This course is intended for students preparing to become certified teachers. It addresses pedagogy, materials, and instructional issues related to the learning and teaching of mathematics in elementary school. It is designed to help future teachers develop knowledge, skills and beliefs that will enhance their ability to teach mathematics to children. Admission to National College of Education required. Prerequisite: Six semester hours of mathematics, college algebra level and above. 2 semester hours

MHE481  Theory and Methods of Teaching Primary Mathematics
This course examines how primary grade school children think and learn mathematics while covering instructional strategies and materials that promote meaningful learning. Emphasis on effective teaching will include lesson development, planning and management of hands-on learning activities, and assessment and evaluation. Three hours of clinical experiences are required as part of the course. Prerequisite: Admission to National College of Education. 3 semester hours

MHE482  Instructional Methods/Primary/Mathematics and Science
This course, intended for students preparing to become certificated teachers, addresses methods, materials, and instructional issues involved in teaching mathematics and science in the primary grades. It is designed to help future teachers develop knowledge, skills, and beliefs that enhance their ability to teach mathematics and science to children. Prerequisite(s): EPS500A and Admission to the College of Education. 2 semester hours

MHE485  Advanced Methods for Teaching Middle School Mathematics
This course builds upon the methods of teaching general elementary school mathematics through an in-depth focus on the curriculum, methods, materials, and issues related to the learning and teaching of mathematics in the middle grades (grades 6-8). Prerequisite(s): MHE480 or equivalent. 3 semester hours/5 quarter hours

MHE501  Topics in Mathematics for Teachers: Number Concepts and Operations in the Elementary and Middle School Mathematics Curriculum
This is a mathematics course for prospective and inservice teachers. It addresses the concepts of number and its operations as they occur in a comprehensive elementary and middle school mathematics curriculum using reasoning, problem solving, and technology to understand its historical development as well as its applications in the areas of geometry, measurement, and data and chance. Opportunities to see how number is essential to understanding other subject areas are included. Prerequisite: MHE450 or equivalent. 3 semester hours

MHE502  Topics in Mathematics for Teachers: Algebra
This course is designed to strengthen teachers’ conceptual understanding of important ideas of algebra and to examine how they are best taught and learned. A problem-solving emphasis is used to study algebra from four perspectives (language and representation, functions, modeling, and structure) and its applications in various contexts and branches of mathematics (number, geometry, measurement, data, and chance). The course will examine the use of technology in building understanding of algebraic concepts. Prerequisites: Intermediate Algebra. Students are expected to bring a graphing calculator. 3 semester hours

MHE503  Issues and Directions in Mathematics Curriculum, Learning and Instruction
This course examines current and past trends and issues in mathematics education. In particular, the course focuses on research related to the mathematics curriculum, students’ learning, mathematics teaching, assessment, and classroom environment as well as how these areas work together to promote the development of students’ mathematical understanding. Prerequisite(s): Consent of program advisor. 3 semester hours

MHE510  Topics in Mathematics for Teachers: Geometry
This investigative study of geometry involves an active examination of geometric concepts and thinking from several perspectives including: patterns and relationships, shapes in space and the plane, transformations, measurement, and geometric representations of concepts in various branches of mathematics. The course helps students develop problem solving, spatial thinking, as well as inductive and deductive reasoning as they explore, make conjectures, test their ideas, and formalize conclusions, using appropriate technologies. This course can be applied to middle school math endorsement. Prerequisite: MHE450 or equivalent, or holder of 03 or 09 certificate. 3 semester hours

MHE511  Topics in Mathematics for Teachers: Number Theory
This course focuses on number theory content which is relevant to the school mathematics curriculum. Number theory is taught via a problem solving approach with connections to geometry, logic
MHE512   Topics in Mathematics for Teachers: Statistics and Probability

Statistics and probability theory are taught with an emphasis on developing intuitive understanding of statistics and probability with a critical approach to their use. Students will gain a strong sense of the importance of their applications to real-world problems. Connections to other subjects in the curriculum will be explored. Knowledge will be developed using experimentation and the generation, investigation, and analysis of data. Topics include: survey design, sampling procedures, data representation, inference, randomness, statistical significance and practical significance, theoretical and experimental probability, simulations, correlation, measures of center, central limit theorem, and the normal distribution. Prerequisite(s): MHE450 or equivalent high school algebra or equivalent consent of program advisor. 3 semester hours

MHE522   Advanced Methods and Materials in Teaching Mathematics

A survey of current curriculum, instructional strategies, and materials in mathematics is provided for the practicing elementary school teacher. For certified teachers only. Prerequisite: MHE480B or course equivalent. 2 semester hours

MHE550A   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

MHE550B   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

MHE582 Workshop/Math Education/Topic

1-4 semester hours

MHE584 Workshop/Math Education/Curriculum Materials

1-4 semester hours

MHE585 Workshop/Math Education/Instructional Practices

1-4 semester hours

MHE586 Workshop/Math Education/Students with Special Needs

1-4 semester hours

MHE591 Field Study/Math Education

1-4 semester hours

MHE593 Seminar in Mathematics Education

This seminar is a culminating experience that is designed to help teachers in the Mathematics Education program integrate their knowledge of historical, political, and socio-cultural perspectives on equity, 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

MHE594 Independent Study/Mathematics Education

1-3 semester hours

MLE-Middle Level Education

MLE300 The Middle School, an Overview

Students examine how the unique developmental characteristics of the 10-14 year old young adolescent influences the philosophy and ideologies of middle level education and builds the foundation for the middle level schooling process. Emphasis is placed on the Physical, Intellectual, Emotional, Social, Spiritual, (PIESS) Plus (gender, cultural, moral, socio-economic) development of the young adolescent and the implications on living and learning. The class examines the developmental response to middle level best practices as it prepares the middle level educator for the multifaceted role as a facilitator, guide, collaborator, and advisor. Prerequisite: must be taken before MLE302, but can be concurrently with MLE302. 5 quarter hours

MLE302 Middle School Curriculum

The emerging adolescents and how their unique developmental characteristics impact middle level curriculum is expanded. Curriculum approaches appropriate for middle level students based on knowledge of the unique developmental
characteristics of young adolescents is enhanced. Practical aspects of parallel, interdisciplinary, multidisciplinary, integrated, core, student inquiry, and integrative curricula for middle-level classroom are examined as students develop strategies for teaching and learning in diverse classrooms.

The course also addresses the essential role of the arts and involves students in a variety of arts, mass media - technological experiences. Alternative assessments are examined as students develop strategies to apply and evaluate national, state, and local standards. Students develop strategies for teaching and learning in diverse classrooms.

MLE500 The Middle School: An Overview
This introductory course provides an interactive classroom experience which models and examines the history and philosophy in middle level education with an emphasis on the development of the 10-14 year-olds’ unique schooling needs. Emphasis is placed on the Physical, Intellectual, Emotional, Social, Spiritual, (PIESS) Plus (gender, cultural, moral, socio-economic) development of the young adolescent and the implications on living and learning. The class examines relationships between the developmental characteristics of young adolescents, young adolescent culture, and middle level educational best practices, and prepares the middle level educator for the multifaceted role as a facilitator, guide, collaborator, and advisor. 3 semester hours

MLE502 Middle School Curriculum
This course explores curricula approaches appropriate for middle-level students. Practical aspects of parallel, interdisciplinary, multidisciplinary, integrated, core, student inquiry, and integrative curricula for middle-level classroom are examined. Students develop strategies for teaching and learning in diverse classrooms. The course also addresses the essential role of the arts and other special classes and involves students in a variety of arts, mass media – technological experiences.

Alternative assessments are examined. Students develop strategies to assess curriculum programs and student learning, with respect to national, state, and local standards and evaluate effectiveness of curricula approaches, using information from students, parents, and community. Prerequisite: MLE500. 3 semester hours

MLE506 Middle Level Coherent Curriculum I
In this course students study curricular models appropriate for young adolescents. The practical aspects of discipline based, parallel, interdisciplinary, multidisciplinary and integrative curriculum for the middle level classroom are examined. Students develop lesson plans and units in teacher teams based on young adolescent issues and questions. Content skills, learning strategies, National Middle School Association standards, and middle level state standards are integrated to create a developmentally appropriate curriculum. Students will examine published materials and analyze the components of effective materials. Emphasis is at the classroom and team level, as students develop strategies for differentiating instruction and assessment in diverse classrooms. 3 semester hours

MLE508 Middle Level Coherent Curriculum II
In this course students develop strategies to assess curriculum programs and students' learning, within their school settings, and with respect to national, state and local standards. Students develop skills to evaluate effectiveness of curriculum approaches using information from students, parents, and community. Alternative means of assessment are investigated as appropriate aspects of middle school curriculum that address the needs of diverse learners and special needs learners. Students examine the larger context of middle level curriculum and the articulations between middle level and the elementary and high school levels in districts. Prerequisite: MLE506 3 semester hours

MLE510 Issues of Equity and Cultural Diversity in Middle Level Education
In this course students are challenged to examine their own views of culturally diverse populations and their perceptions of gender and special needs students as they develop and assess curriculum and work with young adolescent students. Students explore laws and regulations of equity, current, historical, philosophical, sociological, psychological, and physiological influences that young adolescents, men/women, boys/girls, and diverse populations experience. Curricular materials and programs are examined to determine if bias is evident or implied. Students create a philosophy of non-violent curriculum with their young adolescent students so each middle level student can recognize harassment, effectively respond and help create a safe learning environment. 3 semester hours

MLE512 Teaching Media/Technology Popular Cultural Literacy for Middle Level Students
This course provides an in-depth study of the essential role of media/technology and popular cultural literacy for middle school students. The course helps to inform middle level teachers of resources available and involves the students in a variety of media and technological experiences and research of popular culture. This course provides a historical perspective of the status of children in society and the impact of media and technology on the young adolescent. Students develop skills for exploring popular culture and teaching media literacy, critical thinking and consumer education that engage students in proactive media consumerism consistent with middle level goals. 3 semester hours
In this course students examine the collaboration of families, teachers, community resources and middle level students in the meaningful education of young adolescents. Students learn about the resources in their schools and their communities and how they need to work together to assist students and families. Students conduct research, interviews, and field experiences that contribute to an understanding of building strong communities for young adolescents. Students volunteer twenty hours in an identified community agency that works with the young adolescent population. 3 semester hours

**Integrative Arts at the Middle Level**

This course highlights the essential role of the arts for middle school students and informs prospective middle level teachers of resources available to integrate arts experiences into their classrooms. The course will provide opportunities to investigate local arts organizations and curriculum projects that have been successful in middle schools. Students will actively experience art techniques that are appropriate for middle level students and which are consistent with middle level curriculum goals. 2 semester hours

**Advocacy/Advisory Skills for the Middle Level Teacher**

This course is designed to assist students in developing practical advocacy skills that address the needs of young adolescents (PIESS+) to be implemented in all middle level classrooms. Students examine current research concerning needs of young adolescents and also explore successful programs and strategies that enhance meeting the diverse needs of young adolescents. Students develop strategies and skills in facilitating advocacy programs that promote life-skills which promote positive health practices, problem-solving techniques and effective communication skills with their classmates, families, teachers and friends. Students implement strategies in their own classrooms, analyze the results, and share their findings. 2 semester hours

**Reading Comprehension: Research and Applications**

This course examines issues in reading comprehension research and instruction. By reading research and theoretical position papers of historical and contemporary significance, participants identify seminal strands of work, critique and evaluate them, and draw instructional implications. Prerequisite: Advanced standing and RLR502 or consent of instructor. 3 semester hours

**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

**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

**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

**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

**Instructional Inquiry in Literacy**

This course is for educators who want to become more reflective about their own instructional practice through generating their own research questions, setting up procedures for gathering and recording information about their own educational settings, analyzing and interpreting their findings, and pondering, sharing, and discussing the insights they have gained. 3 semester hours
This introductory course is designed to provide an overview of the National College of Education. Includes 3 hours of field experience with children of this age will be required. Prerequisite: Admission to the National College of Education. 5 quarter hours

RLL520  Survey of Literature for Children and Adolescents (K-12)
This introductory course is designed to provide an overview of trade books written for children from preschool through adolescence. 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. Prerequisite(s): none. 2 semester hours

RLL521  Children’s Literature
This course is designed to provide an in-depth study of trade books appropriate for children from preschool through age 11. An emphasis is placed on the development of criteria for selecting literature that can be used to stimulate critical reading and thinking. Literature will also be considered as a reflection of values in this and other societies. Prerequisite: RLL520 or consent of instructor. 2 semester hours

RLL522  Adolescent Literature
This course is designed to provide an overview of young adult literature (for ages 12-18). Reading interests are analyzed from the perspective of readers’ development. Guidelines are provided for selection, evaluation, and use of young adult literature in the classroom. Prerequisite: RLL520, or graduate or undergraduate children’s literature course taken within the past 5 years, or consent of instructor. 2 semester hours

RLL523  Storytelling
Using the art of storytelling to develop children’s interest in literature. Story sources and program planning are included. Storytelling practice: use of puppets, music and other aids. Special programs for children with learning disabilities or physical handicaps. Prerequisite learning: Some familiarity with techniques for handling groups of children and with children’s literature desirable. 2 semester hours

RLL524  History of Children’s Literature
This course provides a look at children’s literature from the Anglo-Saxon period to the present. The influence of that literature, particularly the educational thought of each period will be discussed. Particular attention is paid to the authors and illustrators who shaped the field. The preponderance of the course focuses on children’s literature since the 19th century. Prerequisite: RLL520 or consent of instructor. 2 semester hours

RLL525  Creative Dramatics in the Classroom
Students are introduced to informal and improvised dramatic activities and techniques, and prepared to lead drama with children of all ages as a way to explore various areas of curriculum. The focus is on unscripted role-playing, not on performing for an audience. 2 semester hours
<table>
<thead>
<tr>
<th>COURSE DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLL526</td>
</tr>
<tr>
<td>A study of various dramatic activities in the elementary school. Basic elements of play production as well as creative dramatics and informal drama in the classroom. Research in costume, scenery, integration of dance, music, and other arts related to the school pageant and play are included. 2 semester hours</td>
</tr>
<tr>
<td>RLL527</td>
</tr>
<tr>
<td>An exploration of drama structure, teaching in role, and strategies for questioning and discovering meaning through drama. Demonstration of role playing and other dramatic strategies as heuristics for writing. Experience in accessing long-term memory and focusing attention on elemental tasks long enough for the ritual of the work to take on a rhythmic and archetypal meaning. Insights from this experience then are captured in words and presented in a formal theatrical setting and finally published as a book. 2 semester hours</td>
</tr>
<tr>
<td>RLL528</td>
</tr>
<tr>
<td>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. Prerequisites: RLL520 or equivalent entry-level Children’s Literature course. 2 semester hours</td>
</tr>
<tr>
<td>RLL530</td>
</tr>
<tr>
<td>Survey and critical appraisal of programs, practices, and trends in the teaching of language art: reading, oral and written expression, listening, spelling, and handwriting. For certified teachers only. 2 semester hours</td>
</tr>
<tr>
<td>RLL532</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>RLL533</td>
</tr>
<tr>
<td>This course focuses on the relationship between language acquisition research and the teaching of literacy. Various dimensions of linguistics will be introduced including: language development, communication competence, cognition and learning and structure and history. 2 semester hours</td>
</tr>
<tr>
<td>RLL534</td>
</tr>
<tr>
<td>This is an advanced course designed to explore the relationships between reading and writing. The similarities and differences in reading and writing will be examined through the inquiry cycle, literature discussions and writing workshop. Current instructional suggestions for integrating reading and writing across the curriculum will be examined and evaluated. Prerequisite: RLL532 and/or a course in reading or a course in writing. 2 semester hours</td>
</tr>
<tr>
<td>RLL540</td>
</tr>
<tr>
<td>3 semester hours</td>
</tr>
<tr>
<td>RLL541</td>
</tr>
<tr>
<td>Students in this course will explore the ways in which computers and other technologies support and enhance literacy programs. Computer work will include new word processing programs, CD-ROMs, multimedia, and an overview of available software for both writing and reading development. Prerequisites: course work in writing or reading, and beginning word processing skills, or consent of instructor. 2 semester hours</td>
</tr>
<tr>
<td>RLL544</td>
</tr>
<tr>
<td>This course is intended only for non-certified teachers working in elementary schools who are seeking a Type 03 certificate in Illinois in conjunction with ESL/Bilingual Approval. It addresses pedagogy and recent developments in theory, curriculum, methods, and materials for literacy instruction with a focus on reading and language arts. It is designed to help student-practitioners reflect on their current practices and further develop knowledge, skills, and dispositions that support their students’ learning (K-9). The student-practitioners will be mentored by experienced, certified teachers and elementary education university supervisors. Prerequisites: CIL500, EPS500, CIC504, ELE533, and be concurrently enrolled in ELE534. 2 semester hours</td>
</tr>
<tr>
<td>RLL560A/B/C</td>
</tr>
<tr>
<td>A practicum in the instruction procedures used in Reading Recovery: The instructional framework, and underlying rationale. This course focuses on introducing the basic procedures. Prerequisite: Consent of the instructor. 3 semester hours each</td>
</tr>
<tr>
<td>RLL562</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>RLL563</td>
</tr>
<tr>
<td>The second in a three-course sequence that examines research</td>
</tr>
</tbody>
</table>
related to the acquisition of literacy. Emphasis in the second course is on exploring models of the reading and writing processes and their instructional implications, and on development of comprehension skills, with particular reference to the development of strategies and metacognitive awareness. Prerequisite: Consent of the instructor. 3 semester hours

RLL564  Reading Recovery: The Classroom and Social Contexts for Literacy Development
The third in a three-course sequence that examines the research related to the acquisition of literacy. Emphasis in the third course is on the classroom and social contexts of literacy acquisition with particular attention to the effects of these contexts on students. Prerequisite: Consent of the instructor. 3 semester hours

RLL566A, RLL566B, RLL566C  Reading Recovery: Seminar in Teacher Leadership
The first in a three-course sequence providing practicum experience in training and supervising Reading Recovery Teachers. Emphasis is on exploring three main aspects of the Teacher Leader Role: presenting the Reading Recovery procedures, leading discussion focused on direct observation of teacher and child behaviors, and making site visits to Reading Recovery teachers. Prerequisite: Consent of the instructor. 2 semester hours

RLL583  Workshop/Literacy/Contemporary Issues
1-4 semester hours

RLL584  Workshop/Literacy/Programs and Materials
1-4 semester hours

RLL585  Workshop/Literacy/Instruction
1-4 semester hours

RLL586  Workshop/Literacy/Assessment
1-4 semester hours

RLL587  Workshop/Literacy/Staff Development
1-4 semester hours

RLL593  Seminar in Literacy Studies
Seminar is an integrated experience for students at the end of their program. Research will be read, critiqued, synthesized and engaged in through teacher-research. Students will also critique current practice in light of research and literacy theories. Prerequisite: RLL532, RLL533, and completion of most of the Language and Literacy Masters Program coursework. 2 semester hours

RLL594  Independent Study/Language Arts
1-3 semester hours

RLL595  Selected Topics/Language Arts
1-4 semester hours

RLR-Reading and Language - Reading

This course provides firsthand experience in applying theoretical and practical knowledge relating to literacy development. Participants are assigned to an individual student or small group of students in a clinical, classroom or other instructional setting and are mentored in the design, implementation and evaluation of appropriate literacy instruction. 0-5 quarter hours

RLR460  Internship: Individualized Instruction in Reading and Language

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

RLR500  Survey of Reading Methods and Materials K-12

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; alternative prerequisite for Early Childhood students only, ECE501 or consent of instructor. 3 semester hours

RLR502  Teaching Comprehension and Content Reading

This course introduces theories and models of comprehension and implications of these constructs for the teaching of reading comprehension and content reading across grades 1-12 in classrooms containing students of diverse languages, cultures and learning styles. It develops familiarity with issues related to questioning, text structures, metacognitive monitoring, and guided reading strategies. It examines teaching methods that develop strategic reading of both narrative and informational texts and the importance of writing and oral language in the development of active comprehension strategies. Prerequisite: Basic reading methods course or RLR500 or consent of instructor. 3 semester hours
RLR503 Teaching Content and Advanced Reading
This course focuses on the development of mature reading, particularly reading to learn from expository text materials and the development of study skills. Teaching methods that develop strategic reading of informational texts and the assimilation and accommodation of new ideas will be explored. The ways that middle and secondary schools can best provide such reading instruction across the curriculum will be considered. Prerequisite: Basic undergraduate or graduate reading methods course or RLR500. 3 semester hours

RLR505 Reading and Language Arts Instruction of Linguistically Diverse Students (K-9)
This course focuses on the literacy instruction of children of diverse linguistic backgrounds (K-9) in all types of classrooms. Students will become familiar with biliterate (including native language) and second language (L2) reading and language arts processes, curricular materials, instructional practices and strategies, and assessments through analysis of research literature and participation in experiential activities. Students will also be involved in the development of a critical stance toward controversial issues involving biliteracy and the reading and language arts curriculum. Course may be repeated for a maximum of three semester hours. Prerequisite(s): Basic undergraduate or graduate reading methods course or RLR500. 1-3 semester hours

RLR510 Diagnosis and Assessment of Reading
This course 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

RLR511 Corrective Techniques for the Reading Specialist
This course introduces a theoretical perspective on instruction and teaching techniques to use with readers experiencing difficulty (grades 1 through 12). A series of case studies (students at different reading ability levels) are presented and analyzed during the course. Additional attention is given to readers for whom English is a second language and for diversity of culture and learning style. Based on initial diagnostic information, a teaching program is planned and hypothetically carried out, with careful attention being given to specific teaching strategies and the sequencing of instruction over time and the development of a strategic, constructive model of learning. Prerequisites: RLR501, RLR502, RLW541, RLL520/528, RLR510 and admission to the Reading Program or consent of program director. 3 semester hours

RLR513 Diagnosis and Correction for the Older Student
This course focuses on the diagnosis and correction of reading difficulties typical in the older child. Students will learn how to administer and interpret an informal reading inventory and expand their interpretation through diagnostic teaching and by use of other informal instruments. Corrective techniques will be learned and practiced with older students in a clinical setting. Prerequisite: RLR502, RLR503, RLL560C or permission of instructor. 3 semester hours

RLR516 Literacy Development in the Middle School
This course focuses on the development of reading, writing, and oral language at the middle level with particular attention to the range of reading and writing tasks, purposes and strategies for learning, the role of talk and discussion, and expectations found across the middle school curriculum. Constructing meaning from both expository and narrative materials in all content courses is central to this course. Emphasis includes both (1) what the learner must know and be able to do and (2) what the teacher’s instructional role should be in motivating and scaffolding students’ meaning making, self-reflection and critical thinking. Prerequisites: Basic reading course for certification or RLR500. 3 semester hours

RLR518 Leadership and Staff Development in Reading
The responsibilities of the reading specialist and supervisor are described and examined with an emphasis on leadership in the development and monitoring of reading and writing programs. Standards testing and evaluation, program improvement, staff development, materials selection, collaboration of specialists, and community-professional relations will be addressed. Students examine their own leadership patterns and strengths and develop a vision for how to serve as instructional team members and school leaders. Prerequisite: RLR592A&B or consent of instructor. 3 semester hours

RLR583 Workshop/Reading/Contemporary Issues
1-4 semester hours

RLR584 Workshop/Reading/Programs and Materials
1-4 semester hours

RLR585 Workshop/Reading/Instruction
1-4 semester hours

RLR586 Workshop/Reading/Assessment
1-4 semester hours
R LR 587  Workshop/Reading/Staff Development  
1-4 semester hours

R LR 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

R LR 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

R LR 592A  Practicum in Remedial Reading – A  
This is the first supervised application of diagnostic and corrective techniques in a clinical situation. It emphasizes assessment, instructional planning, evaluation and reflection in the design of programs for students with reading problems. It includes differentiation of instruction for students of diverse cultures, languages and learning styles. The course also emphasizes working as a diagnostic team with teachers and other educational professionals. Prerequisite: Admission to the Reading Program, RLR501, RLR502, RLR510, RLR511, RLR541, RLL520/528 AND consent of program director. 2 semester hours

R LR 592B  Practicum in Remedial Reading – B  
This is the second supervised application of diagnostic and corrective techniques in a clinical situation. It emphasizes assessment, instructional planning, evaluation and reflection in the design of programs for students with reading problems. It includes differentiation of instruction for students of diverse cultures, languages and learning styles. The course also emphasizes working as a diagnostic team with teachers and other educational professionals. Prerequisite: Admission to the Reading Program, RLR501, RLR502, RLR510, RLR511, RLR541, RLL520/528 AND consent of program director. 2 semester hours

R LR 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. Prerequisite: RLR592A&B or consent of instructor. 3 semester hours

R LR 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

R LR 595  Selected Topics in Reading  
An advanced seminar dealing with current issues in reading and language development. 1-3 semester hours

R LR 599  Thesis in Reading Education  
Required of all Master of Science in Education students. The thesis is a formal written document that is the result of disciplined, scholarly inquiry. The student must present the signed Thesis Proposal document at the time of registration for this course. Prerequisites: ESR503 and admission to the Reading Specialist Program. 4 semester hours

R LR 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

R LS  - Reading and Language - School Library Media

R LS 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

R LS 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

R LS 512  Administration and Advocacy of School Libraries  
Application of management principles to the functions of the school library media center as they relate to the center’s integrated role in the teaching/learning process. Areas addressed will include budget, program design, communication, public relations, curriculum planning and evaluation of media services. Advocacy for school library media programs based on national research of student achievement will be emphasized. Prerequisite(s): Acceptance into the school library media sequence or by permission of the program director. 2 semester hours

NATIONAL COLLEGE OF EDUCATION

COURSE DESCRIPTIONS
RLS513 Organization of Knowledge of Library Materials for Children and Youth
This course covers school library/media center organization and the development of bibliographic, intellectual, and physical access to materials. Computer-based bibliographic systems, classification systems and coding including policies and authorities, MARC formats, and the practical relationship between organization of information and the school curriculum will be key elements of this course. An introduction to OCLC searching will also be included. Prerequisite(s): Acceptance into the school library media sequence or by permission of the program director. 2 semester hours

RLS591 Supervised Experience in School Libraries
Supervised field experience in a school library media center at both the elementary and secondary school levels with experience in unit planning, teaching and managing a school library media center. Prerequisite(s): Acceptance into the school library media sequence or by permission of the program director. 1-2 semester hours

RLW - Reading and Language - Writing

RLW541 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): Preservice basic course in teaching writing, RLL480B, or consent of instructor. 2 semester hours

RLW542 The Teacher as Writer
Provides an opportunity to develop competence and confidence in one’s own composition by writing, critiquing, and revising in the context of in-class interaction; and by receiving relevant feedback on one’s own writing, and to reflect on the implications of this experience for the teaching of writing. Designed for elementary, middle, and high school teachers. 2 semester hours

RLW543 Instructional Strategies in the Writing Process
An advanced course focused on exemplary practices in writing instruction. Includes consideration of instructional programs designed by key theorists as well as experiences in developing one’s own classroom models. Special attention is given to the implementation and successful management of: assignment design, prewriting activities, conferencing, peer editing, publishing of student work, teacher response and evaluation, balance among expressive, poetic and transactional modes of discourse, and writers’ workshop activities. Designed for elementary, middle, and high school teachers. Prerequisite: RLL480B, or consent of instructor. 2 semester hours

RLW544 Analysis and Assessment of Writing
Overview of alternate ways to analyze the quality of student writing, with emphasis on the role of portfolios as a stimulus to self-evaluation, reflection, and goal setting; and ways teachers can facilitate improvement through conferences. Students will critically examine alternate valid methods of summative evaluation of writing including analytical scales, such as the Illinois Goals Assessment Program, and holistic or general impression marking, and ways to achieve inter-rater reliability. Prerequisite: RLW541. 2 semester hours

RLW551 Writing Across the Curriculum
Strategies for using writing as a tool of teaching and learning in all subject areas across the curriculum. Among the methods stressed are: designing and using a variety of short classroom writing-to-learn activities; improving the design of more formal, extended reports, essays, and papers in content areas; and using alternative approaches to the evaluation and grading of student writing in subject fields. Prerequisite: RLW541. 2 semester hours

RLW552 Designing In-service Programs to Improve Writing
Guidance in the designing of a series of in-service workshops and other kinds of programs to acquaint teachers with the value of writing as a mode of learning and a means of assimilating and understanding the content of any curricular area. Designed for elementary and/or high school teachers. Prerequisites: RLW542, RLW541. 2 semester hours

RLW583 Workshop/Writing/Contemporary Issues
1-4 semester hours

RLW584 Workshop/Writing/Programs and Materials
1-4 semester hours

RLW585 Workshop/Writing/Instruction
1-4 semester hours

RLW586 Workshop/Writing/Assessment
1-4 semester hours

RLW587 Workshop/Writing/Staff Development
1-4 semester hours

RLW594 Independent Study/Writing
1-4 semester hours

RLW595 Selected Topics/ Writing
1-4 semester hours

SCE-Science Education

SCE480A Methods of Teaching Science
This course investigates the components of effective science
This course encourages the active exploration of the question, "What is effective science teaching?" Students construct their own ideas about effective science instruction so those ideas can inform their developing science teaching styles. Aims to increase student comfort, confidence, and competence in using effective science teaching methods by relating the nature of science to the way children develop an understanding of the science of nature, introducing practical, applicable models of best practice techniques, providing opportunities to experiment with those techniques in a risk-free setting, and enriching understanding of critical science concepts. Personally meaningful constructs of good science teaching will emerge. Prerequisite: Admission to the Elementary Education M.A.T. program. 3 quarter hours

SCE480B  Methods for Teaching Elementary School Science
This course encourages the active exploration of the question, "What is effective science teaching?" Students construct their own ideas about effective science instruction so those ideas can inform their developing science teaching styles. Aims to increase student comfort, confidence, and competence in using effective science teaching methods by relating the nature of science to the way children develop an understanding of the science of nature, introducing practical, applicable models of best practice techniques, providing opportunities to experiment with those techniques in a risk-free setting, and enriching understanding of critical science concepts. Personally meaningful constructs of good science teaching will emerge. Prerequisite: Admission to the Elementary Education M.A.T. program. 3 quarter hours

SCE481  Methods of Teaching Science in the Primary Grades K-3
"What is good science teaching?" Students in this course will explore a variety of resources from which they will construct their own answer to this question. The nature of science itself, the National Science Education Standards, and appropriate pedagogy for learners in the primary grades are the criteria students will use in evaluating resources, methodologies, and conceptual frameworks studied. In addition, this course will demonstrate and provide practice in using appropriate technology and methods of adaptation for special needs children. Prerequisite(s): Admission to National College of Education. 2 quarter hours

SCE485  Advanced Methods of Middle School Science
This course will explore exemplary science instruction for middle school. There is an in-depth focus on exemplary science instruction, fluency with middle level instructional content, and appropriate use of diverse instructional strategies. Students will increase competence, resources, and technologic abilities through investigation of effective science teaching methods for middle school. They will experiment with best practice middle level techniques in a risk-free setting. They will also be encouraged to enrich understanding of critical science concepts. Personally meaningful constructs of middle level science teaching will emerge. Prerequisite(s): SCE480A, SCE480B, or equivalent. 5 quarter hours/3 semester hours

SCE500  Science, Technology, and Society
Study of science as a whole, emphasizing its history and philosophy. Includes scientific values, epistemological issues in science (e.g., sources of authority, nature of progress), historical exemplars illustrating relationships (e.g., between theory and inventions, between science and historical events), and effects of social norms on science. Also considers current local and global situations and ethical issues to develop perspective on the interaction of science, technology, and society. 3 semester hours

SCE501  Advanced Methods and Materials for Teaching Science
Study of curriculum and instruction related to the K-8 science curriculum. Includes program goals and objectives and teaching models and methods. Examines a variety of teaching materials and resources. Considers scope and sequence of content and problems involved in children’s conceptual development in science. Includes needs of special children and problems of particular contexts, such as the urban school. Also involves assessing achievement and evaluating instruction. 2 semester hours

SCE504  Teaching for Conceptual Development in Science
Conceptual change is a powerful idea for transforming science education. Emerging from the history and philosophy of science as a way of understanding the difficulties people experience in changing from one explanatory framework to another, conceptual change offers crucial insights into meaningful learning in science for young children as well as instructional practices that facilitate conceptual development of essential science content. This course critically examines theories and models of conceptual change in science and their relationship to the scientific literacy imperative, explores constructivist links, and considers implications that conceptual change theory might have for learning and teaching in science. 3 semester hours

SCE510  Physics for Teachers
As science educators journey through their development as exemplary science education practitioners, it is important for them to investigate different models of instruction. This course is designed to develop the use of Physics First as an instructional strategy through course delivery in the conceptual change model. The course will investigate the content of physics, and further develop the educational practice of instruction through conceptual change. Students will relate the use of Physics First, and the use of conceptual change, to their quest for Best Practice as an exemplary science educator. Prerequisites: SCE 504 or permission of instructor 2-3 semester hours

SCE511  Earth Science for Teachers
Surveys content in earth science representative of the K-8 science curriculum using a laboratory-based approach.
Although other instructional methodologies will be examined, this course will focus on using a STS (Science, Technology & Society) format as an exemplary model for teaching and learning earth science. Topics include: physical geology and oceanography in the context of earth history, environmental issues, major organizing concepts and principles, recent discoveries and current knowledge in geology, oceanography, and all related fields of earth science. Prerequisites: SCE 510 or permission of instructor. 2-3 semester hours

SCE523 Environmental Education
Interdisciplinary exploration of interrelationships between organisms and their environments using a laboratory-based approach. Local environments are studied in perspective of ecological principles and global environmental problems and issues. Includes history of human relationship to the environment and development of concept of environment in various disciplines. Examines methods for developing motivations, skills, attitudes, and values related to the environment. 2 semester hours

SCE524 Human Biology for Teachers
An exploration of selected topics in human biology relevant to K-8 teachers using a laboratory-based approach. Includes discussion of major concepts and principles, recent discoveries, application of knowledge in the medical and health care fields, and consideration of current problems and issues, such as AIDS and genetic engineering. Includes in-depth investigation of a particular topic and relevant field trip. Prerequisites: SCE500 and SCE512, or consent of instructor. 2 semester hours

SCE525 Learning Science Using Informal Sites
Professional development for teachers of science requires learning essential science content through the perspectives and methods of inquiry. This course facilitates the active investigation of critical science concepts by engaging teachers in collaborative inquiry using the resources of informal sites and museums. Through interactions with the laboratory environments established at these sites, students pose questions of personal and professional significance, interact with authentic phenomena, gather and interpret data, gain deeper understanding of scientific ideas through their own conceptual development process, reflect on the nature of scientific inquiry and its role in exemplary science teaching, and share their discoveries with colleagues. 2 semester hours

SCE526 Learning Science Using Informal Sites: Advanced Study
In this course students select one of the information sites available (Lincoln Park Zoo, Brookfield Zoo, the Field Museum, Chicago Botanic Gardens, Adler Planetarium or the Shedd Aquarium) and spend a minimum of 40 hours utilizing this site as a laboratory from which to learn science. Students will select a specific science discipline, i.e.: life, physical, or other, as the focus of their learning. Various hypotheses will be formulated and tested in cooperation with scientists and educators in residence at the informal site. Science as inquiry will be the thread that weaves the student’s own science learning at the informal sites with the science content relevant to the elementary and middle school curriculum. 2 semester hours

SCE529 Applied Zoology
Zoology is the study of mammals. This course will explore the scientific concepts in zoology relevant to the elementary and middle
school curriculum. In this laboratory and field base experience, students will explore the question what is an animal. There will be an emphasis on mammals. This study of mammals will be conducted in a zoo. Students will study the concepts of conservation (species preservation), habitat (natural and zoo environments), animal behavior (in the wild and in zoos), and urban nature (animal adaptation in city environments. Prerequisites: SCE510 or permission of instructor. 2 semester hours

SCE582 Workshop/Science Education/Topic
1-4 semester hours

SCE585 Workshop/Science Education/Instructional Practices
1-4 semester hours

SCE590 Internship in Community Science Education
Provides an opportunity to develop both scientific knowledge and instructional skills in novel community settings. Internships available in informal science education institutions, such as science/natural history museums, zoos, aquaria, planetaria, environmental education centers, etc., or in corporate and governmental research and development laboratories. Placement made in consultation with the faculty advisor in accordance with student’s career goals and experience. Supervised experiences must be in approved programs. The internship is supervised by an approved on-site mentor and a faculty member from Science Education Department. Arrangements made with faculty advisor two quarters before registering for internship credit. Prerequisites: SCE500 or consent of program coordinator. 5-7 semester hours

SCE591A Zoo Field Study: [variable locations]
Course participants will join the Brookfield Zoo staff to explore ecosystems, analyze and discuss existing conservation programs and challenges, study cultural and historic information, and observe animal and plant life. The investigations will occur at the zoo and culminate in authentic field settings (such as Italy or Africa). Participation includes first-hand observation experiences in actual ecosystems, study of habitat, animals, climate, research projects and conservation programs, as pertinent to the selected country. Whenever possible, visits will be scheduled with on-site researchers, schools, zoos, and nature centers. The course requires participants to synthesize their learning into science curriculum. Prerequisite(s): Field Study of a unique location may be completed only once. Field Study of different locations may be completed multiple times. 2-4 semester hours

SCE593 Seminar in Science Education: Issues and Trends
This course is designed to facilitate the analysis, synthesis, and integration of ideas, values, and concepts acquired through the science education program. That emerging synthesis will act as a fulcrum for exploring current and historical issues, research, theory, and practice in science education, curriculum changes, reform, and trends in school science, and as a basis for reflection and discussion about the implications for teaching and learning in science. The course also provides professional development opportunities designed to encourage students to assume roles of leadership and advocacy for the improvement of science education practices in their schools, districts, and communities. Prerequisites: Admission to National College of Education, admission to the program, SCE 525. 3 semester hours

SCE594 Science Education Independent Study
Independent inquiry into a science topic can guide participants to a deeper understanding of science content and concept. This understanding can then be put to use in an educational setting, as science educators practice the instructional model of doing science as a scientist does. Through use of individualized investigative practices, science educators will more deeply examine content and instructional practices that facilitate understanding of essential science content. Through this course, the science educator is required to critically examine theories and models of instructional science, and their relationship to real world classroom implementation of science instruction. Prerequisites: SCE 510 or consent of instructor. 1-3 semester hours

SEC-Secondary Education

SEC502 Introduction to Teaching at the Secondary Level
Introduction to teaching in the secondary school. Course includes issues and trends affecting teaching at the secondary level: adolescent development, multicultural perspectives, curriculum development and integration, community building and maintenance, and constructing disciplinary knowledge. With attention paid to reform mandates and assessments, a variety of instructional models will be discussed, critiqued and practiced. Beyond assigned readings and class sessions, this course requires a clinical experience of at least 35 observation hours. Clinical experiences will involve multicultural settings and working with students with special needs. 3 semester hours

SEC510 Teaching Biology in the Secondary School
This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Biology as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students’ ability to teach Biology to secondary school students. 3 semester hours

SEC512 Teaching English in the Secondary School
This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of English as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students’ ability to teach English to secondary school students. Beyond assigned readings and class sessions, this course requires a clinical experience of at least 50 contact hours.
Clinical experiences will involve multicultural settings and working with students with special needs. Prerequisite(s): A grade of B or better in SEC502. 3 semester hours

**SEC514 Teaching Mathematics in the Secondary School**
This course builds upon general methods of teaching high school through an in-depth focus on the curriculum, methods, materials, and issues involved in teaching mathematics. The course seeks to help students bridge their mathematical content knowledge with the mathematics of the 9-12 curriculum. The purpose is to help future teachers develop a teaching style that will communicate mathematical concepts, problem solving and a positive disposition towards mathematics to their secondary students. Prerequisite(s): A grade of B or better in SEC502. 3 semester hours

**SEC516 Teaching Physical Science in the Secondary School**
This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Physical Science as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students’ ability to teach Physical Science to secondary school students. 3 semester hours

**SEC518 Teaching Social Studies in the Secondary School**
This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Social Studies as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students’ ability to teach Social Studies to secondary school students. Beyond assigned readings and class sessions, this course requires a clinical experience of at least 50 contact hours. Clinical experiences will involve multicultural settings and working with students with special needs. Prerequisite(s): Grade of B or better in SEC502. 3 semester hours

**SEC519 Teaching Physical Science and Biology in the Secondary School**
This course is intended for students who are preparing to be certified secondary school physical science or biology teachers. The course addresses concepts in biology and the physical sciences that are integrated within each student's instructional theory. A laboratory oriented approach is used to analyze current instructional methods, develop lesson plans, assess student learning in the science classroom, examine interdisciplinary opportunities and explore off-site resources. Diversity issues and ethics are discussed. In addition, classroom management issues are considered. Beyond assigned readings and class sessions, this course requires 50 hours of biology and/or physical science classroom observations. Prerequisite(s): Grade of B or better in SEC502. 3 semester hours

**SEC520 Environmental Education in the Classroom: Contemporary Issues**
This course is designed to prepare classroom teachers to infuse environmental education throughout the required curriculum and use it as a vehicle for engendering responsible citizenship in the State of Wisconsin. Prerequisite(s): One methods class or consent of instructor. 1 semester hour

**SEC521 Contemporary Wisconsin Native American Issues**
This course examines the cultural, educational, political and economic issues faced by Wisconsin Native American Peoples. It examines Wisconsin Native American history and offers students an opportunity to understand the conditions under which Native Americans in Wisconsin faced education and social justice. The course is designed for students seeking initial licensure in Wisconsin to meet Wisconsin Department of Public Instruction requirements. Prerequisite(s): none. 1 semester hour

**SEC522 Classical Language Methodology**
This course is intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Classical Language Methodology as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students’ ability to teach Classical Languages to secondary school students. 3 semester hours

**SEC524 Communicative Language Teaching in the Foreign Language Classroom**
This course is intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Communicative Language Teaching in the Foreign Language Classroom as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students’ ability to teach Foreign Languages to secondary school students. 3 semester hours

**SEC525 American Urban Education: Cultural and Sociopolitical Contexts**
This course will explore how race, ethnicity, culture, class, and gender affects access to, and quality in, education. It will examine the past and present educational experiences of people of various cultural backgrounds in an effort to understand the context of their current sociopolitical realities and how these realities affect the educational process. Strategies for teaching in a culturally diverse society and creating multicultural curriculum will be explored. Prerequisite(s): none. 3 semester hours

**SEC569 Portfolio Development for Subsequent Certification**
This is the initial course designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in early 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

SEC575 Subsequent Certification Practicum
This course is designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in secondary education for science, social science, English language arts, or mathematics; or K-12 foreign language. The candidate will be required to complete between 75 and 150 hours in a classroom setting that is represented in the subsequent certificate. The candidate will also meet for seminar with a faculty member in the subsequent certificate area. Enrollment in this class requires advance application and approval. 3-6 semester hours

SEC590A Student Teaching in the Secondary School Biological Science
This field-based experience is required of all students seeking professional certification as a secondary school Biological Science teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the M.A.T. Secondary Education Program. Students may register for a maximum of 6 semester hours each quarter. 1-9 semester hours

SEC590B Student Teaching in the Secondary School Language Arts/English
This field-based experience is required of all students seeking professional certification as a secondary school Language Arts/English teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the M.A.T. Secondary Education Program. Students may register for a maximum of 6 semester hours each quarter. 1-9 semester hours

SEC590C Student Teaching in the Secondary School Mathematics
This field-based experience is required of all students seeking professional certification as a secondary school Mathematics teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the M.A.T. Secondary Education Program. Students may register for a maximum of 6 semester hours each quarter. 1-9 semester hours

SEC590D Student Teaching in the Secondary School Physical Science
This field-based experience is required of all students seeking professional certification as a secondary school Physical Science teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the M.A.T. Secondary Education Program. Students may register for a maximum of 6 semester hours each quarter. 1-9 semester hours

SEC590E Student Teaching in the Secondary School Social Studies
This field-based experience is required of all students seeking professional certification as a secondary school Social Studies teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the M.A.T. Secondary Education Program. Students may register for a maximum of 6 semester hours each quarter. 1-9 semester hours

SEC590F Student Teaching in the Secondary School Foreign Languages
This field-based experience is required of all students seeking professional certification as a secondary school foreign language teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school or a middle school. All candidates will have clinical experience with diverse student populations prior to and during student teaching. A minimum of 10 weeks of full-day student teaching is required. The dates of student teaching depend on the school placement. In addition, a Cluster and/or content area seminar will meet for a minimum of five sessions during the quarter. The College of Education makes all placements. Prerequisites: Admission to the M.A.T. Secondary Education Program. Students may register for a maximum of 6 semester hours each quarter. 1-9 semester hours

SEC597A Resident Student Teaching in Secondary Education Biology
SEC597B Resident Student Teaching in English/Language Arts
SEC597C Resident Student Teaching in Mathematics
SEC597D Resident Student Teaching in Physical Science
SEC597E Resident Student Teaching in Social Science
SEC597F Resident Student Teaching in Secondary Education: Foreign Languages
This year long residency student teaching is an opportunity for students to explore and grow in curriculum and pedagogy, but also to become more fully enculturated into the life of the school where they have the experience. Community and collegiality are built during monthly seminar meetings and extended working relationships with cooperating teachers. This community will sustain students as they continue through the completion of the Secondary Education program, and provide a professional network of support when they enter the profession. Prerequisite(s): Prior to entering the Resident Student Teaching experience, students must complete the Illinois State Test of Basic Skills, the related Subject area exam and meet all other...
requirements for admission to the Secondary Education department as specified. 6 semester hours

SEC598A/B  Resident Teacher Internship A/B
This internship is required for all candidates with a Resident Teacher Certificate. The seminar provides the candidates an opportunity to describe and reflect upon their knowledge, skills, and dispositions for teaching; to evaluate and integrate theory and practice; to examine implications of practice for themselves, students and community; and to develop an understanding of the multiple roles of teachers. Also, each candidate is mentored in the classroom by an experienced, certified teacher and a university supervisor. Candidates enroll in the internship for two semester hours for six consecutive terms (12 semester hours) during their first two years of teaching. Prerequisite(s): *Employed as a teacher in a partnership district *Admitted to the Resident Teacher Program in the area in which they are seeking certification and degree *Hold a Resident Teacher Certificate Resident teachers must successfully complete (grade of B or higher) all coursework in terms 1, 2, and 3; Resident Teacher Internship A; have satisfactory district-level evaluations; and pass the appropriate ISBE content area test to continue into terms 4, 5, and 6 and Resident Teacher Internship B. A grade of X is assigned for the first two terms and a letter grade is assigned for the third term [and replaces the X] for each separate internship year. 2 semester hours per term for two years, (6 semester hours per year for a total of 12 semester hours)

SPE-Special Education

SPE300  Survey of Exceptional Children
This course provides fundamental knowledge of the historical, legal, philosophical, and instructional issues pertaining to the education of students with disabilities. Key components of the Individuals with Disabilities Education Act (IDEA) and other important laws and regulations are stressed. A basic understanding is gained of all high incidence – with an emphasis on learning disabilities and behavior disorders – and low incidence disabilities. A variety of assessment and instructional strategies are introduced. All types of classroom and intervention models are explored, including inclusive, co-teaching, mainstream, resource and self-contained. The responsibilities of general education and special education teachers, partnerships with parents, and collaborative reform issues are highlighted. Five clinical observation hours are required as part of this course. Prerequisites: none. 5 quarter hours

SPE500  Introduction to Exceptional Children and Adolescents/ Special Education
This course provides a fundamental understanding of the historical, legal, philosophical, and pedagogical issues pertaining to the education of students with disabilities. Implications of current laws, public policies and responsibilities of general educators, special educators, administrators, parents/guardians and individuals are addressed. Identification, assessment and characteristics of federal disability categories are addressed. Inclusive/differentiated curricular and instructional strategies and supports are emphasized. 15 clinical observation hours are required as part of this course. Prerequisite(s): Prerequisite or corequisite of at least methods or practicum course. 3 semester hours

SPE501  Educational and Diagnostic Assessment of Exceptional Children and Adolescents
This course provides an overview of the process of collecting information to specify learning strengths and weaknesses and making appropriate educational decisions. Legal, ethical, sociological, historical and cultural/linguistic assessment issues are addressed. Particular attention is given to: psychometric aspects of instruments, the role of ongoing observation, issues of assessment bias, and selection of an appropriate assessment battery. Special emphasis is directed towards interpreting test results and connecting assessment to instruction. The role of the special educator as a collaborative consultant and multidisciplinary team member is considered. A minimum of 15 hours of clinical experiences is required. Prerequisite(s): SPE500, SPE506, or consent of instructor. 3 semester hours

SPE502  Language Development and Challenges in Children & Adolescents
In this course, the theoretical, clinical and pedagogical issues concerning 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(s): None. 2 semester hours

SPE503  Collaborative and Consultative Teaching and Teaching
This course is designed to focus on collaborative structures in the educational realm. Participants will develop a systematic plan for introducing innovative collaborative structures, planning and teaching into a school system. Learning styles and intelligences of students, as well as teaching styles of adults will be addressed. Inclusion strategies such as curriculum planning, adaptations, modifications, differentiated instruction, team building, problem solving, lesson design and evaluation will be emphasized. Student collaboration methodology will be discussed and applied. Communication techniques will be taught. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. Prerequisite(s): SPE500, SPE506 or consent of instructor. 3 semester hours
SPE506  Frameworks and Perspectives in Special Education
This course is designed to provide the beginning graduate student with the foundational frameworks of special education and the resulting implications on policy and practice. Students will 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. Field work may be required as part of this course. Prerequisite(s): None. 3 semester hours

SPE507  Social/Emotional Development Teaching and Support
This course is designed to explore social and emotional components of behavior and learning. Historical, political, social, and cultural factors which impact the student and teacher in school and home environments will be examined. Legal issues, evaluation, and ethical considerations in relationship to students’ social and emotional growth and classroom behavior will be explored. Multiple theoretical positions and pedagogical approaches to individual and school relationships will be discussed. The importance of viewing behavior as communication will be emphasized. The interaction of various disabilities and behavior will be explored. Cultural and ethical issues relative to the educational process are considered throughout. All students will be required to complete 15 hours of fieldwork as part of this course. Prerequisite(s): SPE500, SPE506, SPE502/526, SPE503 or consent of instructor. 3 semester hours

SPE508  Critical Literacy for Students with Disabilities
This course introduces critical and foundational perspectives for teaching forms of literacy to students with disabilities. Critical literacy is understood as the use of literacy to empower students and to achieve social equity. The course examines contemporary understandings of literacy (listening, speaking, writing, and reading), other forms of communication (e.g. gesture, communicative behavior), and their usefulness in facilitating literacy learning. Emphasis is placed on preparing students with disabilities to use literacy to gain access to the general education curriculum and the inherent right of all students to use literacy in self-expression and communication. 15 hours of field work required. Prerequisite(s): SPE500, SPE506, SPE502/526, SPE503, SPE509, SPE545. Prerequisite or consent of instructor. 3 semester hours

SPE509  Clinical Literacy
This course is designed to address the assessment and instruction of literacy skills for students with disabilities from a clinical perspective. It includes instruction in the use of both standardized and informal literacy assessment tools, analysis and interpretation of case materials, and methods and materials for the development of strategies to promote reading, spelling and written expression for students with disabilities in individual and small group settings. All students will be required to complete 15 hours of field work with this course. Prerequisites: SPE500, SPE506, SPE572, SPE502/526, SPE501 or consent of instructor. 3 semester hours

SPE510  Early Childhood Special Education Language Development and Challenges
This course addresses major theoretical perspectives and research on typical and atypical language development in young children; specific language disabilities; the relationship between communication delays and other areas of early learning and development; and alternative communication systems for young children with disabilities. Procedures will be taught to assess and teach a full repertoire of communication skills to young children. Issues of developmental risk, early identification, screening and diagnostic assessment of communicative competence are addressed and a variety of intervention models, strategies, and programs are presented. This course addresses standards required by the Illinois State Board of Education for Early Childhood Special Education Approval. Prerequisite(s): SPE 500. 2 semester hours

SPE523  Diagnosis & Remediation of Mathematics Disabilities/Special Education
This course explores the diagnosis of mathematical disabilities and the teaching of major mathematical topics to students with learning challenges. Knowledge about how students learn mathematics is presented. Methods, materials, and instructional issues specific to teaching and adapting mathematics for students with special needs in the K-12 curriculum will be addressed. The impact of NCTM standards on students with math challenges is considered. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. Prerequisites: SPE500, passage of basic math proficiency test or equivalent documentation. 3 semester hours

SPE526  Best Practice in Child Word Finding: Academic Accommodations for Students with Expressive Language Difficulties
Instructional models that represent Best Practice in the classroom for students with word-finding difficulties are presented. Specifically, this course provides a study of: (1) definition, characteristics, and word-finding profiles of children with word-finding difficulties; (2) models of lexical access to explain the source of word-finding difficulties; (3) the impact of word-finding difficulties on academic learning; (4) techniques for embedding retrieval strategies in vocabulary instruction; and (5) appropriate accommodations in academic instruction, assessment, and classroom discourse, for students challenged with word finding. Throughout learners engage in a self-study of their own word-finding skills to better understand those of students with word finding difficulties. Prerequisite(s): SPE500. 2 semester hours
SPE527 Individualized Curriculum and Instruction
This course is designed to address the formulation, implementation, and evaluation of individualized curriculum and instruction. Specifically, emphasis is placed on current best practices in individualizing curriculum and instructional methods for students with both high incidence and low incidence disabilities. It will focus on planning and implementation process for incorporating general education learning standards, differentiated instruction, curricular adaptations to the general education curriculum, ecological assessment, IEP development, systematic instruction, self-advocacy and self-determination, and provide instruction in general education and community settings. All students will be required to complete 15 hours of fieldwork as part of this course. Prerequisite(s): SPE500/506, SPE572, SPE545, SPE502/526, SPE503, SPE508, SPE501 or consent of instructor. 3 semester hours

SPE532 Early Childhood Special Education Curriculum, Instruction, and Methods
The purpose of this course is to examine how teachers can implement developmentally and individually appropriate methods for fostering the social, emotional, cognitive, communication, adaptive, and motor development and learning of young children with special needs in various settings such as the home, the school, and the community. Through discussion and hands-on learning activities, teachers will learn to design and adapt learning environments to support optimal development and adapt curricular activities and materials in ways that will enable active and full participation of all children in various types of programs. This course includes 15 hours of preclinical experiences. This course addresses standards required by the Illinois State Board of Education for Early Childhood Special Education Approval. Prerequisite(s): SPE500. 3 semester hours

SPE533 Early Childhood Special Education Diagnostic Assessment
This course is designed to explore a wide variety of developmental and educational assessment strategies, procedures and formal and informal instruments and techniques for assessing young children's social, emotional, cognitive, communication and motor skills as well as family concerns, priorities, and resources. Students will use various instruments and techniques to assess home and community learning environments and conduct formative and summative individual and program evaluations. Non-discriminatory use and interpretation of test results, the integration of information from multiple sources, and collaboration with parents and various professionals will be emphasized in writing reports. This course includes 15 hours of preclinical experiences. This course addresses standards required by the Illinois State Board of Education for Early Childhood Special Education Approval. Prerequisite(s): SPE500, EPS500 or EPS511, SPE532. 3 semester hours

SPE534 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

SPE545 Assistive Technology (Technology for Special Education)
This class will provide a hands-on examination of the use of instructional and assistive technology as they relate to teaching and learning and successful integration of people with disabilities. Included in this course will be exploration of hardware and software developed specifically for people with disabilities, as well as hardware and software that can be adapted for use with people with disabilities. Prerequisite(s): SPE500, SPE506 or consent of instructor. 2 semester hours

SPE561 Administration and Supervision of Programs for Exceptional Children and Adolescents
This course explores administrative leadership and instructional supervision in the successful operation of a Special education program. Examining the nature and function of administrator and supervisor as instructional leaders and discusses supervisory techniques and strategies leading to organizational efficiency and effectiveness. Programmatic and academic solutions to unique problems will be identified and discussed for possible implementation relating to exceptional children and adolescents. This course covers special education laws and regulations (Federal & State), policies (Federal, State & District), public and private organizations, personnel (certified and non-certified), budgets, delivery of service systems, collaboration, evaluation, accountability, parent relationships, and issues and trends. 3 semester hours

SPE589 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

SPE572 Practicum I: M.A.T.
This course is an introduction to the field of special education for M.A.T. students, and involves directed observation and participation in a special education school setting aimed at providing an overview of teaching, learning and special education as a profession. The course serves as an orientation to the M.A.T. graduate student’s graduate study and to the special education program at NLU. This course integrates field-based experience with on-campus seminars held during the quarter. SPE572 is a prerequisite for SPE592C, and for completion of coursework for graduation. All students will be required to complete 20 hours of fieldwork as part of this course. Prerequisite(s): none. 2 semester hours

SPE575 Subsequent Certification Practicum
This course is designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in special education for LBS1. The candidate will be required to complete between 75 and 150 hours in a classroom setting that is represented in the subsequent certificate. The candidate will also meet for seminar with a faculty member in the subsequent certificate area. Enrollment in this class requires advance application and approval. 3-6 semester hours

SPE592C Practicum/Teaching Children and Adolescents with Special Needs
This course serves as the culminating experience in the special education graduate program. Students are given opportunities to integrate theory and practice and engage in best practices with children and adolescents challenged with special needs. Supervised experiences are provided in public and private schools by exemplary teachers who are appropriately certified to teach by the State of Illinois, have at least three years of successful teaching experience in their field of specialization and who model best professional practice. In all settings, the collaborative-consultation model is practiced. Students must make arrangements for practicum six months prior to registration. Prerequisite(s): Completion of all special education coursework. Degree status in special education and consent of the students’ advisor and practicum coordinator. Application for practicum must be made in writing as determined by program guidelines and procedures. 3-5 semester hours

SPE594 Independent Study/Special Education
Provides graduate students in a special education degree program an opportunity to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical school problem. Special forms may be obtained from the Graduate Administrative Office and must be signed by the student’s instructor, faculty advisor, department chair, and associate dean of the graduate school. On-campus registration. Prerequisite: Degree status in Special Education. 1-3 semester hours

SPE595 Selected Topics/Special Education
2 semester hours

SPE598A-B Resident Teacher Internship A/B
This internship is required for all candidates with a Resident Teacher Certificate. The seminar provides the candidates an opportunity to describe and reflect upon their knowledge, skills, and dispositions for teaching; to evaluate and integrate theory and practice; to examine implications of practice for themselves, students and community; and to develop an understanding of the multiple roles of teachers. Also, each candidate is mentored in the classroom by an experienced, certified teacher and a university supervisor. Candidates enroll in the internship for two semester hours for six consecutive terms (12 semester hours) during their first two years of teaching. Prerequisite(s): *Employed as a teacher in a partnership district *Admitted to the Resident Teacher Program in the area in which they are seeking certification and degree *Hold a Resident Teacher Certificate. Resident teachers must successfully complete (grade of B or higher) all coursework in terms 1, 2, and 3; Resident Teacher Internship A; have satisfactory district-level evaluations; and pass the appropriate ISBE content area test to continue into terms 4, 5, and 6 and Resident Teacher Internship B. A grade of X is assigned for the first two terms and a letter grade is assigned for the third term [and replaces the X] for each separate internship year. 2 semester hours per term for two years, (6 semester hours per year for a total of 12 semester hours)

TIE-Technology in Education

TIE300 Introduction to Technology in the Classroom
This survey course provides the educator with a broad base of knowledge about application software, hardware, and instructional software through extensive demonstration and hands-on experience. Topics include software evaluation, teacher software tools, word processing, database management, spreadsheets, and telecommunications. Prerequisite: ELE200. 3 quarter hours

TIE500 Introduction to Technology in Education
This survey course provides the educator with a broad base of knowledge about the uses of computers in education. Students will have hands-on experience with word processing, databases, spreadsheets, graphics software, instructional software, and teacher utilities. Other topics include software evaluation, hardware selection, and telecommunications. Prerequisite: None. 2 semester hours

TIE510 Microcomputers for Information Management
This course will focus on the selection and utilization of microcomputer software appropriate for school and classroom
management tasks. Students will act as consultants and use applications software to design a software system for a specific educational application, i.e. scheduling, budgeting, inventory, classroom management, instructional management. This is an elective for non-TIE majors. Prerequisite: TIE500 or equivalent. 2 semester hours

TIE511 Applications Software in the Curriculum
This course provides specific ways to use databases, word processors, spreadsheets, graphing utilities and telecommunications to teach subject area objectives in the curriculum. Students will plan lessons and activities appropriate for their subject area and grade level. This is an elective for non-TIE majors. Prerequisite: TIE500 or equivalent. 2 semester hours

TIE512 Problem Solving with Microcomputers
This course will examine and evaluate the role of computers in facilitating the development of problem solving and higher order thinking skills. Students will review research on teaching problem solving with computers and survey their own district’s status on this issue. Using a theoretical framework, students will critically review problem solving software and then develop and teach a unit of study utilizing appropriate software as well as offline activities and materials. This is an elective for non-TIE majors. Prerequisite: TIE500 or equivalent. 2 semester hours

TIE532 Computer/Technology Systems and Related Peripherals in Instructional Settings
This course provides the educator with an overview of personal computer hardware and digital electronics. The emphasis is on understanding how computers work and interface with networks and use peripheral devices to enhance student learning. Topics include computer logic; planning, selection and utilization of personal computer devices and peripherals; hardware and software troubleshooting and maintenance. Prerequisite(s): TIE500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T). 2 semester hours

TIE533 Application Tools for Inquiry Learning
This course will explore the use of productivity tools and instructional software for curricular and administrative applications. Students will use advanced features of productivity tools to evaluate artifacts and data for instructional decision-making, and they will use the knowledge base on integrating technology to guide application of specific strategies in support of problem-based curricula. In addition, students will assist one or more teacher(s)/colleague(s) in using recommended tools and strategies. Students may not receive credit for TIE510 or TIE511 or TIE512 and TIE533. Prerequisite(s): TIE500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T). 3 semester hours

TIE535 Teaching with Technology Across the Curriculum
This course will focus on strategies for integration of technology experience into classroom practice. Students will explore a variety of teaching strategies for using technology across the curriculum. They will design and implement lessons demonstrating appropriate ways to use computer technology to meet existing curricular objectives, to expand curricular options and to enhance the learning environment. This is an elective for non-TIE majors. Prerequisites: TIE542 and either TIE511 or TIE512. 2 semester hours

TIE536 Integrating Technology Across the Curriculum
This course will focus on strategies for integration of technology into classroom practice. Students will explore a variety of teaching strategies and pedagogical approaches for implementing technology use across the curriculum. The student will design and implement lessons demonstrating appropriate ways to use technology to meet existing curricular objectives and to expand curricular options. Students will design and implement professional development plans for helping other teachers develop these skills. Students are expected to complete a minimum of 15 hours of field experiences as part of this course. These hours are a part of the program benchmark assignment completed in this course. Students may not receive credit for both TIE535 and TIE536. Prerequisites: TIE533, TIE544, and TIE542 or equivalent. Non-TIE majors who wish to register for this course must have prior permission of instructor. 3 semester hours

TIE542 Learning Experiences on the Internet K-12
This course examines the ways the Internet is used in educational settings. Students use the Internet to search for and access online resources for instructional use and personal professional development. Students use online communication tools to communicate and share information worldwide. Students use technology-enhanced instructional strategies and plan and develop instructional activities that appropriately integrate the Internet into the curriculum. Prerequisite(s): TIE500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T). Non-TIE majors who wish to register for this course must have prior permission of instructor. Students may not receive credit for both TIE585N and TIE542. 2 semester hours

TIE544 Curriculum Applications of Hypermedia/Multimedia
In this course, students use authoring tools to develop hypermedia learning activities, applying instructional design principles. Students review trends, research, and copyright issues in use of hypermedia/multimedia in educational settings. Students apply concepts and knowledge to assist P-12 students and teacher colleagues in using authoring tools and instructional strategies. Prerequisite(s): TIE532 or permission of instructor. It is recommended that TIE544 be taken in conjunction with TIE553. 3 semester hours

TIE546 Telecommunications in the Schools: Advanced Topics
This course deals with advanced topics as students continue to examine the ways telecommunications can be utilized in education. Students will understand the technical considerations of connectivity and differentiate types of telecommunication connections. Students will further explore and use a wider variety of Internet services, such as Internet Relay chat, video conferencing and Usenet groups. Issues of publishing content on the World Wide Web will be addressed. Students will also plan and implement instructional activities that integrate telecommunications into the curriculum, as well as plan and implement staff development programs. Students will seek out information concerning grants and funding for school telecommunications projects. This is an elective for non-TIE majors. Prerequisite: TIE500 and TIE542. 2 semester hours

TIE547 Creating Web-Based Instructional Environments
Students participate in online collaborative curricular projects and team activities to build samples of web-based instruction. Students explore methods for teaching concepts and skills that support use of web-based authoring tools in a school environment. Students use design principles to create web-based materials to support personal and professional development. Students may not receive credit for both TIE546 and TIE547. Prerequisite(s): TIE 500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T). Non-TIE majors who wish to register for this course must have prior permission of instructor. 3 semester hours

TIE550 Desktop Publishing for the Classroom
Students will use desktop publishing software to prepare school newsletters, instructional materials and other desktop publishing products that are useful in a school environment. They will consider the principles of design and layout for print media and explore the many ways in which teachers and students can utilize desktop publishing in the classroom. Prerequisite: TIE500 or equivalent. 1 semester hour

TIE553 Digital Images and Video as Classroom Resources
Students will select and create digital images and video to represent information and communicate ideas that will be used in a curricular application to meet diverse P-12 student needs. Students will use color scanners, digital cameras, photo CD’s, image and video editing software, and download photos and movies from online services. Prerequisite(s): TIE532 or permission of instructor. It is recommended that TIE553 be taken in conjunction with TIE544. 1 semester hour

TIE555 Advanced Networking in the Schools
In this course students will encounter and analyze the factors involved in enhancing and expanding network infrastructure in their institutional setting. Hands-on experience, technical research and project planning and development will be the primary instructional strategies. The knowledge base, process and technical skills used in this class will empower the students to become key participants at the school and/or district level. Prerequisite: TIE557 or equivalent. 2 semester hours

TIE557 Understanding Networks in Schools
This course provides educators with an overview of issues related to the selection, installation, and maintenance of computer networks in school settings. Students identify, describe, and analyze procedures related to basic troubleshooting, preventive maintenance, and procurement of networking services. Students explore ways of working with technology support personnel to maximize the use of technology resources to improve student learning. Students research, evaluate, and develop a needs assessment and a proposal used to determine what specifications are needed to fulfill district/school requirements. Students may not receive credit for both TIE554 and TIE557. Prerequisite(s): TIE 500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T). Non-TIE majors who wish to register for this course must have prior permission of instructor. 3 semester hours

TIE558 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. Prerequisite(s): 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

TIE575 Leading Staff Development in Educational Technology
This course helps educators to identify resources, plan and design experiences, and create materials for leading effective professional development activities related to technology integration into K-12 teaching and learning. Candidates will explore effective staff development models, apply skills in conducting staff development, and critique/reflect on improving approaches to instructional and mentoring experiences. Each candidate is to complete at least 15 hours of clinical experiences in professional development; these experiences may include work in additional class sessions and in a K-12 school setting. (Note: This course is not intended to meet requirements for Type 75 certification) Prerequisite(s): TIE500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T); and 8 additional semester hours of TIE coursework. 2 semester hours

TIE583 Workshop/TIE/Contemporary Issues
1 semester hour
TIE584  Workshop/TIE/Curriculum Materials
        1 semester hour

TIE585  Workshop/TIE/Instructional Practices
        1 semester hour

TIE587  Workshop/Computer Education/Programming
        2 semester hours

TIE592  Portfolio Development Seminar
This course will assist students in selecting and organizing the contents of electronic portfolios to document students' professional growth during the TIE program. The seminar will consist of at least five sessions held throughout the program. During seminar sessions, students will share, discuss, edit, and present artifacts selected for the portfolio and related written reflections. Students attend their first portfolio session within the first six semester hours of the program. The last session is held during the quarter in which TIE593, Seminar in Technology Education, is taken. Students will enroll for the Portfolio Seminar credit during that quarter. Prerequisite(s): Either completion of or concurrent enrollment in TIE593. This course is only open to TIE majors.  1 semester hour

TIE593  Seminar in Technology in Education
This course provides a culminating experience for students in Technology in Education program. Emphasis is on current trends and issues, seminal readings, and research findings related to the use of technology in education. Issues related to curriculum planning, program development and evaluation, and staff development at the school and district level will be addressed. Students are required to complete a minimum of 15 hours of field experiences as part of this course. Prerequisite(s): Completion of 12 semester hours of Technology in Education courses, including TIE536. M.Ed. and M.S. Ed. students should also have completed ESR506 and ESR507. This course is open only to TIE majors. 3 semester hours

TIE594  Independent Study/Technology in Education
Independent study provides an opportunity for degree-seeking students to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical school problem. 1-3 semester hours

TIE595  Selected Topics/Technology in Education
1-3 semester hours

TIE599  Thesis/Technology in Education
Required of all M.S.Ed. students. The thesis produced by the student is a formal written document which investigates a theory or particular point of view and which is the result of disciplined inquiry. Prerequisites: ESR506, ESR507, TIE593. On-campus registration. 2 semester hours

TIE599X  Thesis Continuation
Board of Trustees

National-Louis University’s Board of Trustees is a group of business and civic leaders who help guide and advance the mission of the University.

Dr. Diana Mendley Rauner
Chairman of the Board of Trustees

Board of Trustees

Alberta M. Aldinger
Henry B. Betts, M.D.
Mark A. Chudzinski
Thomas E. Darden, Jr.
Ronald E. DeNard
Lynn B. Donaldson
Gary S. Feinerman
Brian G. Hanessian
David A. Helfand
Rhonda L. Hopps
Beverley J. Kroll
Elizabeth S. Louis
J. Clinton Mabie
Margaret L. Moreland
Richard J. Pappas, ex officio
Diana M. Rauner
Russell J. Riendeau
Sheila T. Romano
Richard M. Ross, Jr.
Douglas D. Ryan
Lawrence D. Ryan
Lois A. Scott
Scott C. Smith
Robin M. Steans
Mario M. Tricoci
Estelle G. Walgreen
Gregory A. White
University Officers

President

Richard J. Pappas, President, Ed.D., University of Michigan

Academic Officers

George H. Litman, Interim Provost, Ed.D., Northern Illinois University
Christopher Davis, Vice Provost of Institutional Effectiveness, Ph.D., University of Michigan
Carol R. Melnick, Vice Provost, Ph.D., University of Illinois at Chicago
Martha Casazza, Dean, College of Arts and Sciences, Ed.D., Loyola University Chicago
Alison Hilsabeck, Dean, National College of Education, Ph.D., Northwestern University
Christopher Multhauf, Executive Dean, College of Management and Business, M.B.A., Cornell University
Kathleen Walsh, Dean, University Library, M.A., Catholic University of America, M.A.L.I.S., Northern Illinois University

Administrative Officers

Bela Barner, Associate Vice President for Strategic Research and Planning, M.B.A., University of Chicago
Thomas R. Bergmann, Vice President of Human Resources, M.A., Roosevelt University
Jeanne Hartig, Vice President of Marketing, M.B.A., Ohio State University
McCeil Johnson, Executive Director of Legal Affairs, J.D., University of Iowa
Kent Kay, Vice President for Finance and Administration, M.Ed., Texas Tech University
Larry Polselli, Vice President for Enrollment and Student Services, Ed.D., Argosy University
William Roberts, Vice President of Operational Services, M.B.A., University of Chicago

Executive Directors

Don Grady, Executive Director of Academic Outreach, M.S.M.O.B., Benedictine University
Jennifer Harris, Executive Director of Institutional Giving, M.F.A., The Art Institute of Chicago
Will Oler, Executive Director, Northern Virginia/Washington, D.C. Campus, Ed.D., Nova Southeastern University
Brisbane Rouzan, Executive Director of Student Affairs, M.A., Atlanta University
Ana Maria Soto, Executive Director of Latino Initiatives, M.A., Universidad Complutense de Madrid
George Valcourt, Executive Director, Florida Regional Campus, Ed.D., Nova Southeastern University
Robert Vance, Executive Director, Milwaukee/Beloit Campus, M.H.A., Washington University

College of Arts and Sciences

Administration

Martha Casazza, Dean, Ed.D., Loyola University Chicago
Stephen L. Thompson, Associate Dean, Ph.D., University of Illinois at Chicago

Faculty

Laura Bauer, Adult, Continuing, and Literacy Education, Ed.D., National-Louis University
Geraldine Becker, Psychology, Ph.D., Northern Illinois University
Patricia J. Blus, Mathematics, Ed.D., National-Louis University
Bruce H. Boyer, English, Ph.D., University of California, Los Angeles
William Boyle, Applied Behavioral Sciences, Ed.D., Northern Illinois University
Marie A. Bracki, Counseling and Human Services, Psy.D., Illinois School of Professional Psychology, N.C.S.P., L.C.P.C., N.C.C., A.C.S.
Robert Bracki, Counseling and Human Services Administration, M.S., DePaul University
Robert Bruhl, Applied Behavioral Sciences, Ph.D., University of Illinois at Chicago
Ward Canfield, Mathematics, D.A., University of Illinois at Chicago
Christopher L. Clemmer, Counseling and Human Services, D.Min., Chicago Theological Seminary
Scipio A.J. Colin III, Adult, Continuing, and Literacy Education, Ed.D., Northern Illinois University
Colette A. Currie, Mathematics, Ed.D., National-Louis University
Jose de Vincenzo, Psychology, Ph.D., Southern Illinois University at Carbondale
Patricia J. Eggleston, Counseling and Human Services, Ph.D.,
University of Illinois at Chicago
Suzette Fromm-Reed, Psychology, Ph.D., North Carolina State University
Paul Gross, Science, Ph.D., University of Illinois at Champaign-Urbana
Andre Guerra, Social Science, M.A., University of Illinois at Chicago
Janice Guerriero, Counseling and Human Services, Ph.D., Wayne State University, L.C.P.C., N.C.C., N.C.C.C., C.S.W.
Michael Guglielmo, Counseling and Human Services, Psy.D., Southern California University, L.C.P.C., N.C.C.
Thomas Heaney, Adult, Continuing, and Literacy Education, Ph.D., Union Institute
Carrie Johnson, Counseling, Ed.D., Northern Illinois University
S. Renée Judd, Science, Ph.D., University of Chicago
Judith Kent, Applied Language, M.A., University of Michigan
Susan E. Kerstein, Counseling and Human Services/Social Science, Ed.D., National-Louis University, M.S.W., L.S.W.
Robert F. Keser, Fine Arts, M.A., American University in Cairo
Joanne B. Koch, English, Ph.D., Southern Illinois University at Carbondale
Karen Koch, Counseling and Human Services, Ph.D., Chicago School of Professional Psychology, C.A.D.C.
Rebecca S. Lake, Adult Continuing, and Literacy Education, Ed.D., National-Louis University
Randee Lawrence, Adult, Continuing, and Literacy Education, Ed.D., Northern Illinois University
Peter Levine, Social Science, Ph.D., University of Chicago
Richard Longoria, Social Science, Ph.D., University of Maryland
Maria Malayter, Applied Behavioral Sciences, Ph.D., Walden University
Natalie Manbeck, Applied Behavioral Sciences, Ed.D., National-Louis University
Steven J. Masello, English, Ph.D., Loyola University Chicago
Patrick McGrath, Counseling and Human Services, Ed.D.
Northern Illinois University, P.C., M.F.T., N.C.C., AAMFT
Craig A. Mealman, Applied Behavioral Sciences, Ed.D., Northern Illinois University
Christina Nolan, Counseling and Human Services, L.C.P.C., N.C.C., M.A., Governors State University
Nancy Nordmann, Psychology, Ph.D., University of Chicago
Elinor Olin, Fine Arts, Ph.D., Northwestern University
Deborah O’Reilly, Applied Behavioral Sciences, M.B.A., Saint Louis University
Ofra Peled, Science, Ph.D., University of Guelph, Ontario, Canada
Elizabeth Peterson, Adult, Continuing, and Literacy Education, Ed.D., Northern Illinois University
Wytress Richardson, Applied Behavioral Sciences, Ed.D., Argosy University
Rene Roy, Fine Arts, M.F.A., Northwestern University
Richard Shaw, Counseling and Human Services, Ed.D., Northern Illinois University
Costas S. Spirou, Social Science, Ph.D., Loyola University
Gale Stam, Psychology, Ph.D., University of Chicago
John Stovall, English, D.A., Illinois State University
Linda Sweeney, Adult, Continuing, and Literacy Education, M.A., Lindenwood University
Eileen F. Tarnoff, Counseling and Human Services, M.S.W., The University of Chicago, A.C.S.W., B.C.D., L.C.S.W.
Susan L. Thorne-Devin, Counseling and Human Services, M.S.W., The University of Chicago, L.C.S.W., A.C.S.W.
Tina T. Weil, Fine Arts, M.F.A., The Art Institute of Chicago
Vicky Whipple, Counseling and Human Services, Ed.D., L.C.P.C., N.C.C., ACS, Northern Illinois University
Anne Marie Yates, Counseling and Human Services, Ph.D., Northwestern University

Professor Emeriti
Calvin Claus, Ph.D., Northwestern University
Mary Alice Freeman, Ph.D., Northwestern University
Lee Ramsey, Ph.D., Indiana University
June Steinberg, Ph.D., University of Illinois at Chicago

College of Management and Business

Administration
Christopher Multhauf, Executive Dean College of Management and Business, M.B.A., Cornell University

Faculty
Hanna Ashar, Ph.D., University of Washington
Robert Benway, Ed.D., National-Louis University
Willie Charles Burnside, Jr., M.B.A., University of Illinois
Bonnie Flynn, M.A.Ed., National-Louis University
Michael Fontaine, Ph.D., Union Institute, Cincinnati, Ohio
Catherine Honig, Ph.D., Bowling Green State University
Paula Jordan, Ph.D., University of Notre Dame
Donna Kayton, Psy.D., Illinois School of Professional Psychology
John J. Kerrigan, Ed.D., Loyola University Chicago
Maureen D. Lane-Maher, Ed.D., The University of Virginia
Eileen McMahon, Ed.D., Northern Illinois University
Claudia E. Miller, Ph.D., Northwestern University, MT(ASCP), CLS(NCA)
Joseph Mitchell, Ph.D., The George Washington University
James W. Nowotarski, M.B.A., University of Illinois at Champaign-Urbana
Paul O’Neill, Ed.D., Northern Illinois University
Michael Payne, M.S., American University
Brian A. Reynolds, Ph.D., Trinity College of the University of Dublin
David D. Rice, Ph.D., The Florida State University, R.R.T.
David San Filippo, Ph.D., Saybrook Institute
Patricia A. Scescke-Slama, Ed.D., Northern Illinois University
Barbara J. Scheidt, M.M., Northwestern University
Doug Schreder, M.B.A., Institute de Estudios Superiores de la Empresa, Spain
Robert E. Skenes, Ph.D., University of Iowa
Marlene Suvada, M.H.P.E., University of Illinois at Chicago, R.R.T.
Aleta Wilson, Ph.D., George Mason University
Howard Zacks, Ph.D., Wayne State University

Professor Emeriti
Frederic Widlak, Ph.D., Purdue University

National College of Education

Administration
Alison Hilsabeck, Dean, Ph.D., Northwestern University
Jerry Ligon, Associate Dean, Ph.D., Arizona State University
Joan M. Fedota, Assistant Dean, Ed.D., National-Louis University

Faculty
Kim Adamle, C.A.S., University of Kansas
Angela Andrews, M.Ed., National-Louis University
Patricia N. Anderson, Ed.D., Northern Illinois University
Carlos Azcoita, Ed.D., Northern Illinois University
Ann Bates, M.A., National-Louis University
Edna F. Bazik, Ph.D., Southern Illinois University
E. Anne Bennison, Ph.D., University of Wisconsin at Madison
Jennifer I. Berne, Ph.D., Michigan State University
Richard Best, Ph.D., University of Illinois
Shani Beth-Halachmy, Ph.D., University of California at Berkeley
Eleanor Binstock, Ph.D., University of Illinois at Chicago
Marilyn Bizar, Ed.D., National College of Education
Camille Blachowicz, Ph.D., Northwestern University
Linda Bliss, M.Ed., Loyola University
Darrell Bloom, Ph.D., Michigan State University
Paula Jorde Bloom, Ph.D., Stanford University
Arlene C. Borthwick, Ph.D., Kent State University
Sherri Bressman, Ed.D., National-Louis University
Carol Burns, M.Ed., National College of Education
Gail Bush, Ph.D., Loyola University Chicago
Stuart I. Carrier, Ph.D., University of South Florida
Geralyn A. Chesner, Ph.D., University of Wisconsin-Milwaukee
Laura Coirier, M.A.T., National-Louis University
Timothy G. Collins, Ph.D., University of Texas at Austin
Michael Connolly, M.Ed., National-Louis University
Terry Costello, M.A., Northeastern Illinois University
Sunday Cummins, M.A., Columbia University
Craig A. Cunningham, Ph.D., University of Chicago
Svjentiana Curcic, Ph.D., University of San Francisco
Leslie, K. Curda, Ph.D., University of Oklahoma
Stephen K. Curda, Ph.D., University of Oklahoma
Lorraine Davis, Ed.D., National-Louis University
Sophie C. Degener, M.A.T., National-Louis University
Vito Dipinto, Ed.D., National-Louis University
Fletcher DuBois, Ph.D., University of Heidelberg
John Duffy, C.A.S., National-Louis University
Sara Efron, Ed.D., National-Louis University
Eileen Eisenberg, M.Ed., National-Louis University
Lynette Emmons, M.Ed., National-Louis University
Howard Falk, M.Ed., Loyola University
Joseph Fischer, Ph.D., University of Chicago
Peter Fisher, Ph.D., State University of New York at Buffalo
G. Thomas Fox, Ph.D., University of Wisconsin at Madison
Ruth Ann Freedman, Ed.D., National-Louis University
Susan Gabel, Ph.D., Michigan State University
Wendy L. Gardiner, Ed.D., National-Louis University
Debra Gurvitz, M.Ed., National-Louis University
Mary E. Hauser, Ph.D., University of California-Santa Barbara
Arlene Hambrick, Ed.D., University of Massachusetts
Susan Handler, Ph.D., University of Chicago
Randall Hansen, Ed.D., Pepperdine University
Roger Hansen, B.A., Western Illinois University
Sue Hansen, Ph.D., University of New Mexico
Eunice Goldberg, Ph.D., Northwestern University
Vicki Gunther, Ph.D., Northwestern University
Marilyn Halliday, Ph.D., University of Chicago
Virginia M. Jagla, Ph.D., University of Chicago
Pamela R. James, Ed.D., University of Illinois at Champaign-Urbana
Jan Jipson, Ph.D., University of Wisconsin at Madison
Mary Ann Kahl, Ed.D., National-Louis University
Cheryl Kaminski, M.A., Northern Illinois University
Kenneth Kantor, Ph.D., Stanford University
Seymour N. Karlin, Ed.D., University of North Texas
Claudia Katz, Ph.D., University of Maryland
Ken R. Kemery, Ph.D., University of Wisconsin
Ayn F. Keneman, M.Ed., Rutgers University
Barbara Kite, M.A., Roosevelt University
Roger LaRaus, Ph.D., Northwestern University
Mark Larson, M.Ed., National-Louis University
Kristin Lems, Ed.D., National-Louis University
Marjorie Roth Leon, Ph.D., Northwestern University
Maya Levanon, M.A., The Hebrew University of Jerusalem
Barbara Leys, Ed.D., National-Louis University
DIRECTORY

Janet Lorch, M.A.T., National-Louis University
Antonia Lukenchuk, Ed.D., Northern Illinois University
Michelle T. Mangan, Ph.D., University of Wisconsin
Suzanne Martinez, M.A., University of Illinois
Elizabeth McDonald, Ed.D., National-Louis University
Katherine S. McKnight, Ph.D., University of Illinois at Chicago
Susan I. McMahon, Ph.D., Michigan State University
Cynthia Mee, Ph.D., Miami University
Charlotte Metoyer, Ed.D., Roosevelt University
Leah Miller, M.A., Southern Illinois University
P. Suzanne Millies, Ph.D., University of Illinois at Chicago
Maja Miskovic, Ed.D., Roosevelt University
Dymaneke D. Mitchell, Ph.D., University of Alabama
Linell Monson-Lasswell, M.S., Northern Illinois University
Jane Moore, Ed.D., National-Louis University
Lisa Mozer, M.Ed., National-Louis University
Nancy Naughton, M.A., Roosevelt University
Marie Nelson, Ed.D., University of Georgia
Mark Newman, Ph.D., University of California at Los Angeles
W. Nikola-Lisa, Ed.D., Montana State University
Deborah O’Connor, M.Ed., Loyola University
Donna Ogle, Ph.D., Oklahoma State University
Diane E. Oliver, Ph.D., Walden University
Pennie M. Olson, Ph.D., University of Arizona
Valerie Owen, Ph.D., University of Illinois at Chicago
Eileen Owen, Ed.D., National-Louis University
Linda Paulus, M.A., University of Chicago
Ruth Peach, M.S., University of Wisconsin at Madison
Jan Perney, Ed.D., Indiana University at Bloomington
Sheila Pettersen, M.A., Roosevelt University
Mary Ann Poparad, Ph.D., University of Nebraska
Todd Price, Ph.D., University of Wisconsin at Madison
Neil Prokosch, Ed.D., University of Houston
Ted Purinton, Ed.D., University of Southern California
Ruth Quiroa, Ph.D., University of Illinois at Champaign-Urbana
Linnea L. Rademaker, Ph.D., University of Illinois at Urbana-Champaign
Deanna Rattner, Ph.D., Northwestern University
Ruth Ravid, Ph.D., Northwestern University
Barbara Richardson, M.S., Indiana University
Patrick Roberts, Ph.D., University of Illinois at Chicago
Theresa Y. Robinson, Ph.D., Southern Illinois University
Krista Robinson-Lyles, M.Ed., Harvard University
Susan E. Rohman, M.A., St.Louis University
Harry Ross, Ph.D., Northwestern University
Alan D. Rossman, Ph.D., Northwestern University
Karen Roth, M.A., National-Louis University
Richard Russo, M.A., Michigan State University
Diane Salmon, Ph.D., University of Wisconsin at Madison
Katherine Sawicz, M.A., Northwestern University
Nancy Scherr, M.A.Ed., University of Wisconsin
Mary Frances Schneider, Ph.D., Loyola University
Sara K. Schneider, Ph.D., New York University
Jim Schott, Ph.D., Purdue University
Patrick Schwarz, Ph.D., University of Wisconsin at Madison
Nancy Scott, Ed.D., National-Louis University
Charles Sentell, Ed.D., National-Louis University
Kathleen Sheridan, Ph.D., University of Wisconsin at Madison
Mark R. Shinn, Ph.D., University of Minnesota
Anna Silberg, M.A., University of Colorado
Terry Smith, Ph.D., University of South Florida
Geraldine M. Spinella, Ed.D., Loyola University Chicago
Marcia Steven, M.A., Michigan State University
Richard Streedain, Ed.D., National-Louis University
Anne M. Sullivan, Ph.D., University of Florida
Scott Sullivan, M.Ed., National-Louis University
Linda Taft, Ed.D., Northern Illinois University
Toni Talan, M.Ed., National-Louis University
Karen Tardrew, M.Ed., National-Louis University
Patricia A. Van Slyke, Ph.D., University of Illinois at Chicago
Donna Wakefield, M.A., Ball State University
Sadia Warsi, Ph.D., University of Illinois at Chicago
Olivia Linda Watkins, Ph.D., University of Illinois at Champaign-Urbana
Rita Weinberg, Ph.D., University of Chicago
Norm Weston, Ph.D., University of Illinois at Chicago
Jeffrey Winters, Ph.D., Iowa State University
Xiwen Wu, Ph.D., Michigan State University
Junko Yokota, Ph.D., University of North Texas
Darlene Ellen Zamansky, M.S.Ed., Northern Illinois University
Kate Zilla, Ph.D., Loyola University

Professor Emeriti

Judy Christensen, Ed.D., Northern Illinois University
Marianne Handler, Ed.D., National-Louis University
Betty Jane Wagner, Ph.D., University of Illinois at Chicago

University Library

Administration

Kathleen Walsh, Dean, M.A., Catholic University of America; M.A.L.I.S., Northern Illinois University

Faculty

Mark Burnette, M.A., State University of New York-Binghamton; M.L.S., University of Wisconsin at Madison
Jerald K. Dachs, M.S., Florida State University; M.L.S., Long Island University
Barbara Evans, M.L.S., Western Michigan University
Larissa Garcia, M.A., Northern Illinois University; M.S.L.I.S., Dominican University
David Hoogakker, M.Div., New Brunswick Theological Seminary; M.L.S., Rutgers University
Carole J. Kabel, Ed.D., National-Louis University; M.L.S., Chicago Teachers College-South
Kathryn M. Miller, M.L.S., Kent State University; J.D., University of Akron; M.A.T., National-Louis University
Robert Morrison, M.S.L.I.S., Simmons College
Carol Moulden, M.S., National-Louis University; M.A.L.I.S.,
Northern Illinois University
Toby Rajput, M.L.I.S., Dominican University

Campus Administration

Northern Virginia/Washington, D.C. Campus

Will Oler, Executive Director, Ed.D., Nova Southeastern
University

Florida Regional Campus

George Valcourt, Executive Director, Ed.D., Nova Southeastern
University

Milwaukee/Beloit Campus

Robert Vance, Executive Director, M.H.A., Washington
University
Teresa Backhaus, Senior Student Finance Representative, B.A.,
University of Wisconsin-Milwaukee
Jennifer J. Petersen, Office Manager

Baker Demonstration School

Administration

Andrew Taylor, Ed.D., University of California, Los Angeles

Faculty

Tracy Aiden, M.S., M.A.T., National-Louis University
Sheri Barth-Johnson, M.A.T., National-Louis University
Tom Beck, M.Ed., National-Louis University
Aya Borchers, M.A.T., National-Louis University
Stacy Buehler, M.Ed., Erikson Institute
Megan R. Cawley M.A.T., National-Louis University
Marianela Gonzalez Cannon, M.A., Purdue University
Jackie Downey, M.A.T., National-Louis University
Patrick R. Dunafin, B.S., Michigan State University
Michael Gnuteck, M.A.T., Columbia College
Kristin Harn, M.A., University of Phoenix
Diana Kodner, M.A., Northwestern University
Carol Kohlman, M.A.T., Cornell University
Melissa Makagon, M.Ed., Pepperdine University
Kathleen McKenna, M.Ed., National-Louis University
Laurie Nayder, B.S., Loyola University
Nathan T. Nordlund, M.A.T., National-Louis University
Anne Patrick, M.A.T., National-Louis University
Nancy Perla, B.A., National College of Education

Jennifer Rappin, M.A.T., Tufts University; M.L.E., University of
Auckland
Sarah Riggs, M.A., Northwestern University
Juli Ross, M.A.T., National-Louis University
Linda Semel, B.S., University of Illinois
Jane Stenson, M.Ed., Loyola University
Carolyn Tripp, M.Ed., Florida Atlantic University
Alexandra Vastardis, M.S.Ed., Northwestern University
Lizanne Wilson, M.F.A., University of Minnesota
Margaret Young, M.Ed., University of Illinois at Chicago
Index

Academic Advising, Undergraduate .............................. 39
Academic Appeals, Policy on ........................................... 44-48
Academic Calendar .......................................................... 5-7
Academic Computing .......................................................... 35
Academic Credit Load Policy .............................................. 17
Academic Honesty, Policy on ............................................. 41, 43-44
Academic Officers .......................................................... 336
Academic Policies (see Policies, Academic)
Academic Programs
College of Arts and Sciences, Doctoral .................. 269
College of Arts and Sciences, Graduate .................. 100-114
College of Arts and Sciences, Undergraduate .............. 72-99
College of Management and Business, Graduate 186-192
College of Management and Business, Undergraduate . 174-185
National College of Education, Doctoral .............. 260-270
National College of Education, Graduate ................. 220-260
National College of Education, Preservice Teacher Education Undergraduate .................................. 214-217
National College of Education, Non-Certification Undergraduate .................................................. 218-219
Academic Programs, Overview
Graduate .......................................................... 66-67
Undergraduate .......................................................... 64-65
Academic Review, Standards for ................................. 20-21
Academic Standards, College of Management and Business .... 175, 188
Accelerated Degree Completion Students .................. 20-21
Access to Higher Education ........................................... 31
Accounting .......................................................... 178-180
Accreditation .......................................................... 1, 221
Administration and Faculty
Academic Officers .......................................................... 336
Administrative Officers .................................................. 336
Baker Demonstration School ........................................ 340
Campus Administration .................................................. 340
College of Arts and Sciences ...................................... 336-337
College of Management and Business ...................... 337-338
Executive Directors ..................................................... 336
National College of Education ...................................... 338-339
President .......................................................... 336
University Library .......................................................... 339-340
University Officers ..................................................... 336
Administrative Officers .................................................. 336
Admission, General Information
Admission and Retention Councils (NCE) ............ 46, 214, 217, 224-227, 242, 262
Degree-Seeking Students .............................................. 11
Dual Admissions and Articulation Agreements .............. 11
Enrollment Requirements ............................................. 13
Freshman Admission ..................................................... 10
High Potential Students, Undergraduate ...................... 11
International Students ................................................... 12-13
Non-degree Status (Visiting Students) ......................... 11
Program Admission ..................................................... 10
Re-entry .......................................................... 13
Student Right-To-Know and Campus Security Act ....... 14
Students Whose Previous Work Was Not in the United States .............................................. 12
Transfer Admission, Undergraduate ......................... 10-11
Unclassified Students ................................................... 11
Veterans .......................................................... 12
Admission Policies and Requirements
College of Arts and Sciences, Graduate .................. 100-101
College of Arts and Sciences, Undergraduate .............. 72
College of Management and Business, Graduate 186-187
College of Management and Business, Undergraduate 174-175
General, Undergraduate and Graduate ...................... 10-14
National College of Education, Doctoral ................. 261
National College of Education, Graduate .................... 223-225
National College of Education, Undergraduate ............ 215-218
Policy on Submission of Fraudulent, Incorrect, or Mailing Information Pertaining to Admissions .......... 53
Adult, Continuing, and Literacy Education Programs
Doctoral .......................................................... 102-104
Graduate .......................................................... 104-107
Undergraduate ..................................................... 72-73
Advising, Undergraduate .............................................. 39
Alcohol and Substance Abuse Policy ......................... 60-63
Alcoholic Beverages ..................................................... 48
Alumni Statement ......................................................... 5
Anthropology, Undergraduate ...................................... 98
Appeal, Process of (NCE) .............................................. 214
Application for Graduation ........................................... 22-23
Applied Behavioral Sciences, Undergraduate Program .... 93-94
Applied Economics, Undergraduate ......................... 98
Applied Language
Undergraduate .......................................................... 73-74
Graduate .......................................................... 107
Approvals, State ......................................................... 1-2
Art, Undergraduate ...................................................... 76-77
Assessment, Prior Learning ........................................... 16, 35-36, 72
Assessment, Skills ......................................................... 14
Attendance, Class ......................................................... 39
Baker Demonstration School ........................................ 4, 340
Biology (see Science)
Board of Trustees ......................................................... 335
Business
Undergraduate Programs .............................................. 176-181
Graduate Programs ...................................................... 188-192
Campus Locations ......................................................... 3-5
Campus Policies (see Policies, Campus)
Career Services ......................................................... 36
Catalog, University ....................................................... 37, 41, 45
Center for Academic Development ......................... 35, 70
Center for Learning ..................................................... 228
Chicago Campus ......................................................... 3-4
INDEX

General Education Core Requirements ..................23-24
Postbaccalaureate Degree Programs ..................22
Second Baccalaureate Degree Policy .................22
Students Receiving Dual Baccalaureate Degrees ....22
Half-time Status ............................................17
Hazing, Policy On ........................................54
Health Insurance, Student ...............................37
Health Services .............................................37
Health Services Administration Program ..........189-190
Human Resource Management and Development, Graduate
Program .......................................................192
Human Services (see Counseling and Human Services)
Immunization (State of Illinois) .........................31-32
Infectious Disease Issues, Policy on .................60
Information Systems, Policy on Acceptable Use of ...55-57
In-Progress Grade Policy .................................19-20
Inspection, Search and Seizure, Policy on ..........58
Integrated Competencies ..................................23
Interactive Video Classrooms .........................37
Interdisciplinary Studies in Curriculum and Instruction, Graduate
Program ......................................................246-249
International Business ....................................180-181
International Students...........12-13, 37, 100, 175, 186, 175, 224
Language and Literacy Program ......................251
Leadership in Curriculum and Teaching ...........248
Learning Assistance Workshops .......................70
Leave of Absence .........................................227-228, 262
Liberal Arts Studies, Undergraduate .................81-82
Library Information Specialist (LIS) Endorsement ...251
Library, University .........................................39
Lisle Campus .................................................4
Loan Deferment ..............................................26
Managerial Leadership ..................................191-192
Management Programs
Graduate Programs ........................................186-192
Undergraduate Programs ...............................174-185
Master of Health Services Administration (M.H.A.) ....189-190
Mathematics ..................................................82-85
Mathematics Education Concentration, C&I ..........231
Membership List ............................................2-3
Middle Level Education, Graduate Program .......248-249
Milwaukee/Beloit Campus ...............................4
Mission Statement ..........................................1
Multicultural Studies ......................................98-99
Music .........................................................77
National College of Education (NCE) .................213-334
National Council for Accreditation of Teacher Educators (NCATE) .............3, 215, 221, 249, 250
National-Louis University, History of ............1
Non-degree Status (Visiting Students) .............11
North Shore Campus ......................................4
Northern Virginia/Washington, D.C. Campus .......5
Nowy Sacz, Poland Campus ..........................5
Ombudsman
Financial Aid .................................................27
University Student .........................................39
Payment Information ....................................27-28
Philosophy, Undergraduate ............................85
Policies, Academic
University Catalog .......................................41
Policy on Academic Honesty .........................41, 43-44
Policy on Academic Appeals ............................44-48
Student Appeals Flow Chart .........................42
Policies, Campus
Standards of Conduct and Student Discipline .......48
Alcoholic Beverages ......................................48
Cell Phone Usage .........................................48
Children on Campus ......................................48
Classroom Etiquette ......................................48
Damage, Liability, Loss or Theft ......................48
Disruption ....................................................48
Drugs .........................................................49
Facilities and Property ..................................49
Fire Safety ...................................................49
Firearms and Explosives .................................49
Forgery .......................................................49
Gambling ....................................................49
Personal and Physical Safety .........................49
Requests by Officials of the University .............49
Sales and Solicitation ....................................49
Smoking .....................................................49
Violations of University Policy, Local, State or Federal
Laws ..........................................................50
Policy on Student Disciplinary Hearing and Appeals ...50-52
Students with Disabilities – Grievance Procedures ...52-53
Policies, University
Policy on Submission of Fraudulent, Incorrect, or
Misleading Information Pertaining to Admission ....53
Policy on Falsification of Records ......................53
Policy on Disruptive Classroom Behavior ..........53-54
Policy on Hazing ..........................................54
Policy on Sexual Harassment .........................54-55
Policy on Acceptable Use of Information Systems ...55-57
Policy on NLU Student Email Account and
Communications ..........................57-58
Policy on Research Involving Human Participants ...58
Policy on Inspection, Search and Seizure ..........58
Policy on Student Right to Know and Campus Security Act ..................58-59
Policy for Observance of Religious Holidays ........59
Policy for Students Deployed Under Military Orders ...59-60
Policy on Infectious Disease Issues .................60
Policy on Substance Abuse ............................60-63
Preservice Teacher Education Undergraduate Programs ...........214-217
President ....................................................336
Prior Learning Assessment ..........................16, 35-36, 72
Process of Appeal, NCE ..................214
Professional Assistant Center for Education (PACE) ....219, 228-229
Equal Opportunity .........................................................31
Compliance with Federal Non-Discrimination Regulations .
Financial Obligations .....................................................31
Immunization (State of Illinois) ........................................31-32
Family Educational Rights and Privacy Act of 1974 (FERPA) .................................................................32-34
Student Administrative Services Center ................................38
Student Financial Aid Ombudsman ......................................27
Students with Disabilities Grievance Procedures ................52
Study Plan ..............................................................22, 100, 101, 224-227, 241, 243, 253, 262
Submission of Fraudulent, Incorrect, or Misleading Information Pertaining to Student Admission, Policy on ..........53
Teacher Certification ..........................................................214-215, 221
Technology in Education, Graduate Program ......................259-260
Theatre Studies .................................................................77
Transcripts, National-Louis University ................................21
Transfer Between Graduate Programs ................................101
Transfer Credit .................................................................14
Transfer of Credit ..........................................................101, 187, 226, 262
Transferability of Credits ...............................................21
Trustee Fellowships ........................................................25, 225-226
Tuition and Fee Schedule ..................................................8-9
Tutoring ........................................................................14, 70, 228
Unclassified Students, Admission of ..................................11
University Catalog .............................................................37, 41, 45
University Expenses ........................................................8-9
University Library ............................................................39, 339-340
University Officers ............................................................336
University Policies (see Policies, University) .........................39
Veterans, Admission of .....................................................12
Waiver of Right to Access .................................................33-34
Wheeling Campus .............................................................5
Withdrawal
   pertaining to Financial Aid Eligibility ..............................26
   from a course ................................................................28
   from a program, NCE .................................................228
   from Accelerated Degree Completion Programs ..............18
   from on-campus programs .........................................18
   from the University ..................................................28
   Grading .......................................................................18
   Procedures for Processing Withdrawal Requests for
   Students Deployed Under Military Orders ......................60
   Student Withdrawal and Return (Loss) of Federal Title IV Funds ..........................................................25-26
Written Communication, Graduate ..................................111-113