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ABOUT NATIONAL LOUIS UNIVERSITY

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

A Brief History
More than 125 years ago National Louis University was founded on the principle that a quality education can transform lives, careers and communities. Founder Elizabeth Harrison, education pioneer and social reformer, opened a kindergarten training school to promote early childhood education, a radical idea at the time. Harrison’s groundbreaking work helped launch the National Parent-Teacher Association and the Head Start program, and the National College of Education (NCE) became the first university in Illinois to offer a four-year teaching degree.

In 1986, Michael W. Louis made a historic $30 million gift to the National College of Education and the school was formally renamed National Louis University in 1990. This gift enabled the institution to expand its programs beyond education to also offer business, fine arts, English, psychology, public policy, social sciences and more.

National Louis is the outcome of and testament to the vision of its founders. It is a contemporary university committed to innovation and best practices in both undergraduate and graduate education. A university that excels in creating learning communities where theory complements practice, NLU sustains a tradition of access to higher education for first-generation and urban university students who want to make a lasting impact in their lives and in their communities.

Today, NLU offers bachelor's, master's and doctoral degrees in 60 fields including business, education, health and human services, and social and behavioral sciences through its two colleges- National College of Education and College of Professional Studies and Advancement. Nivine Megahed, Ph.D. is the institution’s eleventh president.

A Note from the President
Dear National Louis Student,

National Louis University is proud to offer a range of high quality, professionally focused programs in the fields of business, education, health and human services, and social and behavioral sciences. The 60+ programs that NLU offers are detailed in this catalog and we invite you to use this as your guide to finding the one that’s right for you.

Programs are offered at the bachelor’s, master’s, doctoral and certificate levels through our National College of Education and College of Professional Studies and Advancement. Whether you are seeking a graduate degree, undergraduate degree or non-degree certificate that will enrich your professional experience, National Louis has a program that will fit your lifestyle and help you achieve your goals. We offer programs in a variety of convenient delivery models that allow you the flexibility you need to pursue your education—on-campus, online, and at partner sites.

For more than 125 years, NLU has been proudly delivering holistic professional preparation and contemporary academic experience. Our mission is to prepare students to lead in their professions and communities, and we encourage excellence in the pursuit of career and personal goals. NLU students and graduates inspire us every day with their passion and dedication to bringing innovative ideas to their workplaces, their communities, and anyplace they see an opportunity to make a positive difference.

We invite you to explore our catalog and our website at www.nl.edu. Through these pages, you will learn about the richness of National Louis—its programs, its people, and the diversity of experience and ideas that keep our community motivated and energized.

Best wishes,
Nivine Megahed, Ph.D.
President

Locations

Illinois Campuses

Chicago Campus
122 South Michigan Avenue
Chicago, IL 60603-3032
888.658.8632
National Louis University’s main campus comprises five floors of a historic landmark office building in downtown Chicago. The campus includes classrooms, developmental skills laboratories, computer labs, a library and the NLU gift shop. The offices of the President, Provost and other academic and administrative personnel are also located on this campus.

Programs in the National College of Education and the College of Professional Studies and Advancement are offered on this campus with classes scheduled during the daytime, evening and weekend.

**Elgin Campus**
620 Tollgate Rd.
Intersection of I-90 (Northwest Toll Road) and Hwy. 31
Elgin, IL 60123-9364
888.658.8632

NLU’s Elgin campus is conveniently located in a fast-growing business district off I-90 and Route 31. The campus features 10 classrooms with high-tech media equipment; a computer lab with high-speed Internet access; two conference rooms; and comfortable student lounges. With classes offered late afternoons, evenings and weekends, working adults at the undergraduate or graduate level can easily attend classes.

**Lisle Campus**
850 Warrenville Road
Lisle, IL 60532
888.658.8632

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

**North Shore Campus**
5202 Old Orchard Road, Suite 300
Skokie, Illinois 60077-4409
888.658.8632

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

**Wheeling Campus**
1000 Capitol Drive
Wheeling, IL 60090-7201
888.658.8632

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

**Other Locations**

**Florida Regional Center**
5110 Eisenhower Blvd.
Suite 102
Tampa, FL 33634
888.658.8632

Serving a diverse Florida population, this NLU location supports class groups throughout the state and offers programs through the National College of Education and the College of Professional Studies and Advancement. The Florida Regional Center provides a full range of NLU services, including enrollment counseling, academic services, financial services, academic development, information and library support and student affairs. The Center offers classrooms, a computer lab, library support and a student lounge.

**Wisconsin**
12000 West Park Place, Suite 100
Milwaukee, WI 53224-3007
888.658.8632

The Milwaukee Campus is the administrative site for programs offered to residents of southeastern Wisconsin. Located in downtown Milwaukee, these facilities include administrative and faculty offices, classrooms and an electronic library. Enrollment and financial aid services, information and library assistance, student affairs and academic development services are provided at this campus.

**Accreditation and Approvals**

**Accreditation**

National Louis University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, 30 N. LaSalle St., Suite 2400, Chicago, IL 60606 312.263.0456, and is a
participant in the HLC’s Academic Quality Improvement Program (AQIP). National College of Education meets all standards of the National Council for the Accreditation of Teacher Education. Certain business programs in the College of Professional Studies and Advancement have 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 licensure of education professionals.

Approvals

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

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

**Wisconsin:** The University is approved to operate by the Educational Approval Board to offer select programs and award degrees.

**Florida:** National Louis University is a not-for-profit organization registered with the Florida Division of Corporations to do business in Florida.

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

Credit and degrees earned from colleges in the State of Florida which are licensed by the Florida Commission for Independent Education do not automatically qualify the holder for a Florida teaching certificate. Any person interested in obtaining a Florida teaching certificate should contact the Office of Teacher Certification, Department of Education, Tallahassee, FL 32399-0400.

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

The M.Ed. degree in Teaching, Learning and Assessment does not provide for teacher certification by the Florida Board of Education. It is intended only for teachers who already hold certification. Additional information regarding NLU may be obtained by contacting the Commission at: 325 W. Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400. Toll free phone number: 888.224.6684.

**Poland:** The University is approved by the Higher Learning Commission to offer select Bachelor of Arts degrees and the Master of Business Administration.
ABOUT THE UNIVERSITY COURSE CATALOG

The University Course Catalog contains official statements on University programs and academic policies. It is each student’s responsibility to become familiar with his or her program requirements as well as University and college policies. While every effort is made to provide accurate and current information, National Louis University reserves the right to change without notice statements in the University Course Catalog concerning rules, policies, curricula, courses or other matters. Any academic unit may issue additional or more specific information that is consistent with approved policy.

2015–2016 ACADEMIC CALENDAR

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

2015 Fall Quarter

September
14 Monday Fall quarter classes begin
15 Tuesday Summer term degree date
20 Sunday Last day to add/drop classes

October
9 Friday December 31st degree date application deadline
18 Sunday First 5-week classes end
25 Sunday First 6-week classes end
26 Monday Late start classes begin

November
1 Sunday Last day to drop late start classes
22 Sunday Fall 10-week classes end
26–27 Thursday–Friday Thanksgiving holiday (University closed)

December
6 Sunday Second 5- and 11-week classes end
13 Sunday Second 6- and 12-week classes end
21–25 Monday–Friday Winter holiday (University closed)
31 Thursday Fall term degree date

2016 Winter Quarter

January
1 Friday New Year’s Day holiday (University closed)
11 Monday Winter quarter classes begin
15 Friday April 15th degree date application deadline
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>17</td>
<td>Sunday</td>
<td>Last day to add/drop classes</td>
</tr>
<tr>
<td>18</td>
<td>Monday</td>
<td>Martin Luther King Jr. holiday (University closed)</td>
</tr>
</tbody>
</table>

**February**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>12</td>
<td>Friday</td>
<td>June 30 degree date application deadline</td>
</tr>
<tr>
<td>14</td>
<td>Sunday</td>
<td>First 5-week classes end</td>
</tr>
<tr>
<td>21</td>
<td>Sunday</td>
<td>First 6-week classes end</td>
</tr>
<tr>
<td>22</td>
<td>Monday</td>
<td>Late start classes begin</td>
</tr>
<tr>
<td>28</td>
<td>Sunday</td>
<td>Last day to drop late start classes</td>
</tr>
</tbody>
</table>

**March**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>20</td>
<td>Sunday</td>
<td>Winter 10-week classes end</td>
</tr>
<tr>
<td>27</td>
<td>Sunday</td>
<td>Second 5- and 11-week classes end</td>
</tr>
</tbody>
</table>

**April**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>3</td>
<td>Sunday</td>
<td>Second 6- and 12-week classes end</td>
</tr>
</tbody>
</table>

**2016 Spring Quarter**

**April**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Monday</td>
<td>Spring quarter classes begin</td>
</tr>
<tr>
<td>10</td>
<td>Sunday</td>
<td>Last day to add/drop classes</td>
</tr>
<tr>
<td>15</td>
<td>Friday</td>
<td>Winter term degree date</td>
</tr>
<tr>
<td>29</td>
<td>Friday</td>
<td>September 15th degree date application deadline for those who plan to march in commencement</td>
</tr>
</tbody>
</table>

**May**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Sunday</td>
<td>First 5-week classes end</td>
</tr>
<tr>
<td>15</td>
<td>Sunday</td>
<td>First 6-week classes end</td>
</tr>
<tr>
<td>16</td>
<td>Monday</td>
<td>Late start classes begin</td>
</tr>
<tr>
<td>22</td>
<td>Sunday</td>
<td>Last day to drop late start classes</td>
</tr>
<tr>
<td>30</td>
<td>Monday</td>
<td>Memorial Day holiday (University closed)</td>
</tr>
</tbody>
</table>

**June**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Friday</td>
<td>Wisconsin area commencement ceremony</td>
</tr>
<tr>
<td>10</td>
<td>Friday</td>
<td>Florida area commencement ceremony</td>
</tr>
<tr>
<td>12</td>
<td>Sunday</td>
<td>Chicago area commencement ceremony</td>
</tr>
<tr>
<td>12</td>
<td>Sunday</td>
<td>Spring 10-week classes end</td>
</tr>
<tr>
<td>19</td>
<td>Sunday</td>
<td>Second 5- and 11-week classes end</td>
</tr>
<tr>
<td>26</td>
<td>Sunday</td>
<td>Second 6- and 12-week classes end</td>
</tr>
</tbody>
</table>
### 2016 Summer Quarter

**June**
- 27 Monday: Summer quarter classes begin
- 30 Thursday: Spring term degree date

**July**
- 3 Sunday: Summer quarter classes begin
- 4 Monday: Independence Day holiday (University closed)
- 8 Friday: September 15 degree date application deadline
- 17 Sunday: First 3-week classes end
- 18 Monday: Second 3-week classes begin
- 31 Sunday: First 5-week classes end

**August**
- 1 Monday: Second 5-week classes begin
- 7 Sunday: Third 3- and 6-week classes end

**September**
- 4 Sunday: Second 5- and 10-week classes end
- 5 Monday: Labor Day holiday (University closed)
TUITION AND FEES

The tuition charges assessed do not cover the full instructional and operational costs involved in educating a student. The University receives additional funding from several sources including contributions by private individuals and corporations who recognize the quality of education provided by the University.

The University operates an extensive financial assistance program, with more than one-half of all full-time students receiving some form of financial assistance. Visit the Office of Student Finance for more details.

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

Tuition and Fees 2015–2016

The 2015–2016 tuition and fees are posted online and are effective for the summer 2015 term through the spring 2016 term for courses offered on the standard term calendar. Tuition rates and fees are subject to change.
ADMISSIONS

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

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

Please note:

• Many programs have specific admissions requirements. Undergraduate admission to the University does not guarantee admission to the program of your choice.

• All graduate students taking graduate courses at National Louis University should understand that credit toward a graduate degree at the University is awarded only upon formal admission to a program of graduate study

• Applicants can usually expect a reply to their application within five business days of receipt of all admission documents

• Financial assistance cannot be awarded prior to admission

• Incomplete applications are cancelled one year from the application date and may be reinstated by submitting an application update form

• Cancelled applications and supporting documents are destroyed three years from the original application date

• National Louis University is approved for benefits for the education of veterans, active duty service personnel, disabled veterans, and qualified dependents (widows, war orphans, etc.). A veteran who seeks admission should follow the regular admission policies. For more information visit the veterans benefits page.

• The decision to deny admission cannot be appealed

Admissions Pending Students

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

• Admissions Pending students must have on file an application for admission and are required to sign a statement prior to registration that they understand the Admissions Pending student policy and believe in good faith that they will meet the requirements for admission. It is the student's responsibility to make certain that the admission requirements are completed well before the end of the first term of registration.

• If the formal admission process is not completed by the end of the first term, the student will be dropped from the program

• The decision to deny admission cannot be appealed

• Undergraduate Admissions Pending students are not eligible for financial aid

• Graduate Admissions Pending students may not be eligible for financial aid. Contact Financial Aid for more information.

Returning to NLU

Re-entry

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

The following rules apply to re-entry:

• Students return with the same academic status (p. 39) as when they left

• Students who were dismissed for reasons of academic ineligibility may apply for reinstatement after two quarters of non-enrollment (p. 39). Petition for reinstatement should be directed to the Office of the Registrar who will forward the petition to the governance unit designated by the respective college to deal with student appeals.

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

• Students must submit an application for re-entry
Students must submit official transcripts of any college work taken since leaving NLU.

Students must submit a statement concerning work, educational activities and any other information relevant to re-entry.

Readmission

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

The following rules apply to readmission:

• Students return with the same academic status (p. 39) as when they left.

• Students who were dismissed for reasons of academic ineligibility may apply for reinstatement after two quarters of non-enrollment (p. 39). Petition for reinstatement should be the Office of the 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 readmission.

Undergraduate Admissions

Undergraduate Admission Requirements

• Completed application available at www.nl.edu/applyonline

• Appropriate transcripts (high school or GED for Freshman Admission, or college transcripts for Undergraduate Transfer Admission)

• Proof of English language proficiency is required if English is not the applicant’s native language and/or the applicant’s high school degree was earned outside the United States. This requirement may be waived if the applicant has proof of completion of a high school degree at an institution where English is the primary language of instruction. Click here for more information on proof of English Language Proficiency.

Freshman Admissions

• Freshman students are high school graduates who are first-time college attendees or have fewer than 15 quarter hours of transferable college credit.

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

• Freshman applicants must have a minimum high school GPA of 2.0 on a 4.0 scale (C average). Applicants with less than a 2.0 GPA may be considered for admission as high potential students (p. 13).

Undergraduate Transfer Admissions

• Entering students who have earned 15 quarter hours or more of transferable credit at another accredited college or university are considered transfer students.

• Transfer students are required to have a 2.0 GPA on a 4.0 scale (C average) and to be in good standing at the college previously attended. Applicants with less than a 2.0 GPA may be admitted as high potential students (p. 13).

• Applicants with coursework in progress at another college or university must submit official transcripts of the completed coursework.

Undergraduate High Potential Students

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

Criteria used in determining whether or not students can be admitted on a high potential basis could include work experience, demonstrated leadership in their community, extracurricular activities, motivation and attitude toward learning or career objectives. The applicant is required to submit a personal statement and two letters of support reflecting his or her academic work or ability. A personal interview may also be required. Some students may be asked to take the skills assessment prior to admission and the results of these tests will be used as a basis for the admission decision.

Graduate Admissions

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

• Completed application available at www.nl.edu/applyonline

• Bachelor’s degree from a regionally accredited institution. Some exceptions apply.
• Official transcripts from all institutions were degrees were awarded. Some programs may require official transcripts from all institutions attended.

• 3.0 GPA (there may be exceptions at the college level)

• Proof of English language proficiency is required if English is not the applicant’s native language and/or the applicant’s high school degree was earned outside the U.S. This requirement may be waived if the applicant has proof of completion of a high school degree for undergraduate admission, or a bachelor’s degree for graduate admission, at an institution where English is the primary language of instruction. Click here for more information on proof of English Language Proficiency.

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

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

Admitted students should contact their advisors to review degree requirements.

International Students

Students Whose Previous Academic Work Was Not in the United States

The following guidelines apply to students whose previous academic work was not in the United States:

• U.S. citizens or resident aliens whose previous academic work was from an institution outside the U.S. are required to have their high school transcripts and/or undergraduate transcripts evaluated by one of NLU’s approved foreign credential evaluation agencies.

• Graduate applicants with a baccalaureate degree or college coursework from an institution outside the U.S. are required to have their undergraduate transcripts evaluated by an one of NLU’s approved foreign credential evaluation agencies verifying degree equivalence to a U.S. regionally accredited baccalaureate degree.

• The NLU Office of Admissions and Records will examine foreign transcript evaluations and make a determination of suitability for undergraduate and graduate admission.

Nonimmigrant International Students

NLU is authorized under Federal law to enroll nonimmigrant students. If you are a resident of a foreign country who wants to study at NLU, please note that you must satisfy the following requirements before your I-20 can be issued. NLU faculty and staff will be there to help you on your way to getting an NLU education.

• Complete and submit your NLU Application.

• Be certain that you meet the admission requirements for your program of study.

• You must have all of your secondary, college and university foreign transcripts evaluated by one of NLU’s approved foreign credential evaluation agencies. The course-by-course evaluation must verify degree equivalency of a level of education equivalent of a baccalaureate from a regionally accredited institution of higher education in the U.S.

• Proof of English language proficiency is required. Please click here for details concerning NLU-approved examinations.

• The person(s) paying your tuition and living expenses while you attend NLU must complete and sign an affidavit of support, or a letter of support, in the presence of a Notary Public or First Class Magistrate. You or your sponsor(s) must also provide a financial statement, on business stationery, indicating the amount of funds available in U.S. currency. If the sponsor(s) are U.S. citizens, or self-employed resident(s), they will need to send NLU a copy of the latest income tax return they filed.

• You or your sponsors(s) must submit documented proof of sufficient funds to defray all living and school expenses during the first year that you anticipate studying in the U.S.

• You must submit proof of current health insurance and immunization records. You must submit a copy of your passport and, if you are currently residing in the U.S., a copy of your U.S. visa stamp and I-94 card as well, if you were issued one.
All documents should be submitted to:
Office of Admissions
National Louis University
1000 Capitol Drive
Wheeling, IL 60090
Phone: 847.465.0575, x. 5151
Fax: 847.465.5730
TRANSFER CREDIT

Undergraduate Transfer Credit

All bona fide college level courses, appropriate to the program to be pursued, may be applied toward National Louis University's undergraduate degree programs if the coursework meets the following criteria:

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

Evaluation of transfer coursework toward specific degree program requirements is completed by Office of the Registrar in consultation with the academic departments at the time of admission. Admitted students should work with their academic advisors in completing their degree plans. All credit considered of appropriate level, content and applicability to the degree program being pursued may be accepted for transfer according to established admissions standards.

The following restrictions apply:

- Only up to three quarter hours of physical education credit may be accepted
- Up to 60 quarter hours of technical credit may be accepted by the Applied Behavioral Science (p. 77), Health Care Leadership (p. 86), Management (p. 91) and Management Information Systems (p. 93) programs only
- Students planning to take a mathematics course at another institution must receive written approval from their academic advisors before enrolling to ensure the course will be accepted for transfer credit
- There may be additional limits to the acceptance of different kinds of credit according to the specific degree program

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

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

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

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

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

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

Articulation Agreements

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

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

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

Graduate Transfer Credit

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

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

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

• Transfer credit may be prohibited or limited in certain academic programs

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

College of Professional Studies and Advancement Graduate Transfer Credit

In addition to the university-wide requirements (p. 17), the following criteria apply to graduate transfer credit in the College of Professional Studies and Advancement:

• A maximum of nine semester hours may be transferred
• Credit earned more than six calendar years before graduate admission is not transferable
• A “Pass” grade for a completed pass/fail graduate course is acceptable. A letter is required from the Registrar of the institution where the course was taken verifying that the grade is equivalent to at least a "B" (3.0 on a scale of 4.0)
• Students may transfer credit hours once admitted into a program

Specific graduate programs may have additional transfer credit requirements. See programs for details.

Exceptions to these rules may be appealed to the Admissions and Academic Standards Council of the CPSA. Petitions must be presented to the Council by the student’s advisor.

National College of Education Graduate Transfer Credit

In addition to the university-wide requirements (p. 17), the following criteria apply to graduate transfer credit in the National College of Education:

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

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

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

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

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

Prior Learning Assessment Credit

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

Students will prepare portfolios to demonstrate their prior or extra-institutional learning. Content-area experts will assess student outcomes and grade credit in accordance with policies established by the faculty and guidelines for the evaluation of prior or extra-institutional learning recommended by the Council for Adult and Experiential Learning (CAEL) and the American Council on Education (ACE).

Fees are charged to cover the cost of evaluations. A maximum of 60 quarter hours of credit by portfolio may be applied toward the baccalaureate degree. Only ten quarter hours of credit by portfolio may be applied toward admission requirements in the Applied Behavioral Sciences program. Professional licenses and certifications can also be evaluated for elective credit.

Credit by Examination (Undergraduate)
National Louis University awards credit to students who have achieved acceptable scores on the Advanced Placement (AP), the American College Testing Program (ACT-PEP), the College Board’s College Level Examination Program (CLEP) and the DANTES Subject Standardized Tests (DSSTs). The University has adopted the American Council on Education’s (ACE) recommendations for acceptable score requirements and credit awards for CLEP and DANTES.

CLEP and DANTES exams may be taken at NLU and are scheduled on a regular basis. Fees are charged to cover the costs of tests and administration. Visit our Credit by Examination webpage for more details and a breakdown of acceptable scores.

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

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

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

All College of Professional Studies and Advancement programs accept ACE credit. ACE credit can be used for General Education and electives only. It cannot be used to fulfill major, minor or concentration requirements. Programs in the National College of Education do not accept ACE credit.

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

Examples of academic work that must be submitted to one of the approved foreign credentials evaluation services include:
• Credit taken at any institution that is not located in the United States
• Study abroad credit that is not through an institution located in the United States
FINANCIAL AID

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

For a complete list of grants and scholarships, please visit http://www.nl.edu/financialaid/financialaidresources/.

Student eligibility for federal and state financial assistance is based on the annual completion of the Free Application for Federal Student Aid (FAFSA). The FAFSA may be completed as early as January 1 at www.fafsa.gov. National Louis University’s school code is 001733.

Financial aid, including federal and state grants, institutional scholarships, student loans and student employment are available to both undergraduate and graduate students.

To be eligible for financial aid, students must:

• Be enrolled at least half-time (six quarter hours for undergraduates and three semester hours for graduates in standard length terms). Undergraduate students enrolled in one-to-five quarter hours may qualify for partial awards from the Federal Pell Grant and/or the State of Illinois Monetary Award Program (MAP).

• Meet citizenship requirements

• Maintain Satisfactory Academic Progress (p. 21)

• Not be in default of a prior student loan nor owe a repayment on a federal grant

• Be fully admitted to a qualifying degree or certificate program at NLU

Once the FAFSA is completed and a student has been fully admitted, the Student Finance Office will send an award letter detailing the awards and dollar amounts for which she or he is eligible. This award letter will include the information and forms required for the student to accept any applicable student loans. A change in number of hours enrolled may result in a change to the financial aid award letter. All financial aid recipients are required to complete a FAFSA for financial assistance each year.

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

Financial Aid Policies

Policy for Issuing Cash Refunds to Financial Aid Students

Financial aid is posted on a rolling basis as financial aid awards are processed. If the application of financial aid or other resources to a student’s account results in a credit balance (excess cash), a refund is issued to the student. The University’s goal is to process refunds via direct deposit on a daily basis and via paper check at least once per week but never later than 14 days after the date that the credit balance occurs. Please note that dropping courses can impact a financial aid award.

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

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

The Student Finance Office is required to recalculate the percentage of financial aid earned by a student who officially withdrew before completing more than 60% of the quarter or who failed to pass at least one class in a term and ceased attendance at some point (unofficial withdrawal). The funds subject to this calculation include the Federal Pell Grant, Federal Supplemental Education Opportunity Grant, Teacher Education Assistance for College and Higher Education Grant, Iraq Afghanistan Service Grant, Federal Perkins Loan, Direct Subsidized and Unsubsidized Loans, Direct Parent PLUS Loan, and Direct Graduate PLUS loan. We use a calculation that determines what percentage of the aid a student earned and what amounts may need to be returned. This calculation is called Return of Title IV and must be done within federally mandated timeframes.

Please note that the Return of Title IV calculation is separate from the National Louis University tuition refund policy. Students who withdraw from classes may end up having an account balance with the University after the required financial aid adjustments are made. Learn more about NLU’s Withdrawal Policy.
The financial aid awarded was based on enrollment in the entire term and any unearned funds must be returned by National Louis University and/or you. A portion of the refund received may need to be returned to the University.

We use the date a student officially withdraws from classes to calculate the percentage of the term completed. For students who cease attendance without officially withdrawing from school the midpoint in the term or the last date of an academic activity are used to calculate the percentage of the term completed.

Any funds that need to be returned are done so in the following order:

1. Direct Unsubsidized Loan
2. Direct Subsidized Loan
3. Federal Perkins Loan
4. Direct Graduate PLUS Loan
5. Direct Parent PLUS Loan
6. Federal Pell Grant
7. Federal Supplemental Educational Opportunity Grant (SEOG)
8. Federal TEACH Grant
9. Iraq Afghanistan Service Grant

Click here to learn more about Consumer Information on Return of Title IV.

Policy on Course Non-Attendance

This policy pertains to student non-attendance in registered courses. Students who do not attend any enrolled course during the first two weeks of the class and do not inform the instructor of an intention to join the course will be dropped from the class.

This drop will result in a change in enrollment status for the term as well as adjustments in any financial aid that had been previously awarded. Federal regulations require that a student establish attendance in a course in order to receive aid for it. Failure to attend courses for which a student is registered will result in financial aid revisions and may result in a balance due to the University.

Attendance is considered actively engaging in a course. In on campus courses this would be defined as attending the class in person. Online courses define attendance as either posting to a discussion board, submitting assignments, reading classmates postings, etc. Simply logging into the course without actively participating is considered non-attendance and will result in being dropped from the course.

Please note that students who wish to drop a class during the add/drop week should still follow University policy and contact Academic Advising to change their enrollment. Non-attendance is different from withdrawal. Please review the Withdrawal Policy (p. 35) for more details.

Standards of Satisfactory Academic Progress for Financial Aid Eligibility

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

Please see the Standards for Academic Review (p. 39) for University guidelines.

The SAP Components

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

The three components of SAP are:

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

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

3. Quantitative Standard – Maximum Time Frame

A student is ineligible to receive financial aid after she or he has attempted 150% of the credit hours required to complete the degree program. The maximum time frame is one and a half times the degree program length. For example, an undergraduate student enrolled in a 180-hour degree program is allowed 270 hours to complete the program. At the end of the add/drop period all registered hours will be counted in the maximum time frame determination. All transfer credit hours that are accepted from other institutions will be counted as both attempted and completed hours. Once a student has reached the maximum time frame, she or he is no longer eligible to receive financial aid.

Please note that SAP is monitored at the end of each academic term of enrollment for all students. The quantitative and qualitative standards used to judge academic progress will be cumulative and will include all periods of the student’s enrollment, even periods in which the student did not receive financial aid.

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

Repeated Courses
Students are permitted to repeat a course when the grade earned does not award credit for the degree of study three times and receive financial aid for the class. Students are also permitted to repeat a passed course once and receive financial aid for it. Repeating courses must be in accordance with University policy. The grade achieved in the repeated course is recorded on the academic record, however, the original grade also remains on the academic record. The course with the highest grade is used in determining cumulative credit earned and in computing the GPA. All repeated courses are included in hours attempted.

Failure to Meet Satisfactory Academic Progress for Financial Aid Eligibility

Financial Aid Warning
All students will be reviewed at the end of each academic term of enrollment to ensure they are meeting the SAP standards (p. 21). If a student does not meet all of the SAP criteria, the student will be placed on “Warning” status for the next term of enrollment. The student will be notified in writing of the financial aid warning status. While on Financial Aid Warning, the student will continue to receive financial aid for one additional term.

The criteria for Financial Aid Warning are:
• The Cumulative Grade Point Average (CGPA) falls below 2.0 CGPA undergraduate/3.0 CGPA graduate
  and/or
• The student’s overall Pace (completion ratio) falls below 67%

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

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

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

Good Standing
A student on Financial Aid Warning, Suspension or Probation will return to Good Standing by fulfilling the following conditions:
• The student must have a CGPA of at least 2.0 undergraduate/3.0 graduate
  and
• The student must have a 67% overall pace
The student may be paid Pell and campus-based funds for the term during which he or she regains satisfactory progress, but cannot be paid for any term during which the standards were not met. For Stafford Loans, a student who regains eligibility during a loan period is eligible for the entire loan period (usually an academic year) in which she or he met the satisfactory academic progress standards.

The U.S. Department of Education houses a Federal Student Aid Ombudsman group as a last resource when other approaches have failed.
STUDENT SERVICES

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

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

Accommodations for Persons with Disabilities
Learning Support is the primary support system for students with disabilities, coordinating accommodations in accordance with the Americans with Disabilities Act, Section 504, and University policy. All accommodations provided are based on individual need substantiated by medical documentation. For information on how to request accommodations, please email Learning Support or call 312.261.3374.

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

Alumni
NLU has an active Alumni Association.

Assessment/Exams
Learning Support provides the following assessments and testing for undergraduate and graduate applicants and students: COMPASS Math and Writing Placement Assessments, English Competency Test, Criterion Writing Assessment, Miller Analogies Test, Watson-Glaser Critical Thinking Appraisal.

Bookstore
NLU’s virtual bookstore offers affordable textbook options including textbook rentals, new and used textbooks, eTextbooks, textbook buybacks, school supplies, NLU apparel and much more.

Career Development
The Office of Career Development provides career services including career advising, workshops, networking events and employer panel discussions. Although NLU does not guarantee job placement, every effort is made to achieve the best possible results for students and alumni.

Commencement
Formal commencement exercises are held once each year.

Counseling Services
Students seeking counseling referrals should contact the Office of Student Experience for confidential referral information for licensed therapists in their community.

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

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

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

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

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

Gift Shop
The NLU gift shop is located on the second floor of the Chicago campus. Apparel and gift items are also available through the virtual bookstore.

International Students
NLU is authorized under Federal law to enroll nonimmigrant students and is approved for attendance by nonimmigrant students and to issue a Certificate of Eligibility for Nonimmigrant (F-1) students, I-20 A-B.

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

Library
The NLU Library provides access to materials online and in print that support the academic programs and research interests of the NLU community, including locally produced scholarship, archives, and special collections.

Licensure
NLU helps students earn Illinois Professional Educator Licences and endorsements.

New Student Orientation
New Student Orientation programs are offered at NLU campuses and for off-site groups each term.

Ombudsman
The University Student Ombudsman (USO) is a dispute resolution practitioner whose main function is to assist NLU students in resolving their problems.

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

Student Organizations
Through the Office of Student Life, NLU students have the opportunity to participate in activities that support their academic goals and encourage personal growth and development.

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

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

Veterans Services
NLU’s Veterans Program serves student veterans and eligible dependents.

Volunteer and Service-Learning Opportunities
The Civic Engagement Center helps students become engaged citizens, both on campus and in the greater community, through volunteerism, service trips, academic service learning and community involvement.

Weather Alerts
Sign up to receive weather-related campus alerts.
Academic Policies and Statements

Academic Appeals

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

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

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

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.

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 Undergraduate and Graduate 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 Vice Provost for Academic Programs and Faculty Development), 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.

For more information about protected classes, please go to eeoc.gov/laws/types.

Procedure

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

Students must initiate the appeal process within 15 business days following formal (documented) notification of the decision by contacting the individual responsible for the decision (i.e., 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.

The instructor who assigned the grade or administrator who informed the student of the decision should resolve this matter within 10 business days of the date of original appeal.

If the individual responsible for the decision is unavailable or unresponsive within 5 business days of the date of the original appeal, the administrator responsible for the unit shall 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 20 business days of the date of original appeal.

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 within 30 business days of the date of original appeal.

**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 40 business days of the date of original appeal.

The college governance units are:

- National College of Education - The Academic Policies Committee
- College of Professional Studies and Advancement - Committee on Admissions and Academic Standards

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 within 10 business days (50 business days of the date of the original appeal). 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.

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 60 business days of the date of original appeal. 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 (70 business days of the date of original 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 5 business days following appointment (75 business days of the date of original appeal), the hearing officer shall schedule a hearing and notify the involved parties of the procedures to be followed.
   b. The hearing officer shall make a good faith effort to schedule the hearing at a time and place that is mutually agreeable to all persons involved.
   c. The members of the hearing committee shall determine the number of meetings, as it deems necessary.
   d. Any and all written materials which a party wishes to submit to the hearing committee shall be submitted at least three (3) business days prior to the first hearing date. Any additional materials will be accepted at the discretion of the hearing committee. Within three (3) business days prior to the first hearing date, each party shall also provide the hearing committee with a list of anticipated witnesses.
   e. Each party may be accompanied at the hearing by an advocate of his/her choice. Within three (3) business days prior to the hearing, each party shall provide the hearing committee with the name and relationship of any such advocate.
   f. No verbatim transcript or tape recording will be made of the hearing or the hearing committee’s deliberations.
   g. The hearing committee may deliberate in 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 10 business days of the first hearing date (85 business days of the date of original appeal). The recommendation of the hearing committee shall be forwarded to the Senior Academic Officer for review/implementation.

5. Within 5 business days following notification of the decision of the hearing committee, either party may appeal to the Senior Academic Officer for final administrative review (90 business days after the date of original appeal). The Senior Academic Officer will render a final decision within 10 business days (100 business days of date of original appeal). The involved parties shall be informed in writing of the final decision.

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

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

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

**Procedure for Handling Incidents of Academic Dishonesty**

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

2. The faculty member (or other University employee) shall arrange a private meeting (online, by telephone, or in person) within fourteen (14) business days of the occurrence of the alleged incident of academic dishonesty or within fourteen (14) business days of the date s/he learned of the incident to: (1) explain the allegation(s) of violation of the Academic Honesty policy; (2) present the reasons or evidence to support such allegations; and, (3) provide a copy of the University’s Academic Honesty policy. 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 Academic Honesty policy. The outcome of this meeting becomes a part of the official record only at such time as (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 ten (10) business days of the private meeting described, above. Said petition shall be filed with the Senior Academic Officer of the University.

4. The Senior Academic Officer or designee, after determining that the petition falls within the purview of this policy will, within ten (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 five (5) 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 committee’s decision. Said appeal shall be received in the Senior Academic Officer’s office within ten (10) business days of the council’s decision.

7. The Senior Academic Officer shall act on said appeal within ten (10) business days of receipt, using whatever means of fact-finding that may be available. All parties shall be notified of his/her decision. This action shall be the final administrative remedy available to resolve matters concerning academic dishonesty. Any remedy requiring further action by the President or Board of Trustees shall be carried out within a reasonable period of time.

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

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

**Definitions and Guidelines**

**Appeal of Academic Dishonesty Outcome**

For information on steps of these processes that occur prior to the appeal stage, refer to written policies in Student guidebook and/or University Catalog.

**SITUATION**

Student/Faculty is dissatisfied with decision of Provost’s Hearing Committee regarding violation of Policy on Academic Honesty.

**PROCESS**

Student/Faculty must submit written appeal to Office of the Provost within 10 business days of the Hearing Committee decision.

Office of the Provost accepts/reviews appeal and acts within 10 business days of receipt.

Office of the Provost decision is final.

*Appeals are exhausted (course grade cannot be further appealed using Grade Appeals Process)*

**Plagiarism**

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

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

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

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

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

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

1. The use of key phrases:

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

2. The patchwork of borrowed words and phrases:

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

3. The unattributed use of ideas:

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

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

More specifically: In cases #1 and #2 the writer must first decide whether the phrases copied from the original are valuable enough as quotations to be kept as such. If so, each word or phrase must be enclosed in quotation marks and a formal reference must be added according to the required style: APA or MLA itself indicating the source. The faculty will determine the specific style manual for citing references.

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

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

In the above sample, for instance, Mr. Horodyski’s personal opinions, right or wrong, are considered to belong to him; but items of general news which would appear, in similar form, in many newspapers and news magazines) could be considered a matter of public record and, if no direct quotations were used, a writer could choose whether or not to mention where he obtained the information. In all cases, however, a general rule applies: WHEN IN DOUBT, CITE.

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

In addition to plagiarism, the academic community categorizes several other kinds of behavior as “dishonest” and liable for disciplinary or even legal action. In general, these can be divided into five types:
• Turning in an assignment (test or paper) written wholly or partly by another person or agency without so specifying.
• Turning in an assignment (test or paper) substantially edited or otherwise improved by another person without so specifying. (The relative or friend who retypes a paper and corrects all of its errors fits in here.)
• Turning in an assignment (test or paper) written wholly or partly for another course for which academic credit was received without so specifying.
• Otherwise defeating the purpose of the course by dishonestly violating the NLU policies.
• Cheating on an assignment (test or paper).

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

For resources on how to cite properly and avoid plagiarism, go to Learning Support (nl.edu/lls) and the NLU Library (nl.edu/library).

Disruptive Classroom Behavior

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.

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 may 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), above, may be appealed by the student in accordance with the provisions of the Academic Appeals policy (p. 26).

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.

Enrollment and Registration

Catalog of Entrance

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

**Classifications**

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

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

The graduate unit of credit is the semester hour.

In defining a credit hour, National Louis University complies with the Department of Education policy as articulated by our regional accreditor, the Higher Learning Commission: [http://policy.ncahlc.org/Federal-Regulation/assignment-of-credits-program-length-and-tuition.html](http://policy.ncahlc.org/Federal-Regulation/assignment-of-credits-program-length-and-tuition.html).

**Full-, Three-Quarter- and Half-Time Status**

NLU defines full-, three-quarter- and half-time status as follows:

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

**Degree-Seeking Students**

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

**Non-Degree-Seeking Students**

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

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

Students enrolled with non-degree seeking status:

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

**Audit**

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

**Registration Regulations**

- Registration creates corresponding tuition and fees on the student account. Financial arrangements to pay tuition and fees need to be established with the Student Finance Office
- Undergraduate registrations cannot be processed without the signature of the appropriate academic advisor
- A student will receive credit for only the courses for which she or he is registered
- Enrollment in courses is not permitted after the last registration date published on the University Academic Calendar
- Students must be officially registered for courses before they sit or participate in the class

Students may register:

- In person at any Chicago-area campus
• Via mail or fax sent to Academic Advising
• Electronically at www.nl.edu/registeronline (submissions will be processed within 24 business hours)
• Online through the NLU Portal (continuing graduate students only)
Some programs require students to register at a designated registration meeting. Those students will be notified of the locations and times prior to the registration meetings. Students will receive confirmation of registration through their NLU and personal email accounts.

Enrollment Reporting and 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 institution as well as to the Department of Education. 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 be eligible for deferment as well.

A student enrolled half time may be entitled to a student deferment and may request a deferment from the lending institution. If the lender provides a deferment form to the student, this form should be submitted to the Office of Admissions and Records after the first week of classes. All deferment forms are forwarded to the Clearinghouse.

Skills Assessment
All students admitted to NLU undergraduate programs must take skills assessment tests during orientation or by the end of their first term of enrollment. The COMPASS Writing and Math examinations must be taken prior to registration for the second term.

Test results are used in academic advising to ensure that students possess the requisite skills needed for academic success. If some skills are lacking, academic advising will help students select the appropriate developmental courses.

Only 5 quarter hours of NLU developmental coursework may be applied toward degree requirements.

Academic Credit Load Policy
An undergraduate student in good academic standing (not on warning or probation) who has no outstanding in-progress (incomplete) courses is permitted to register for up to 21 quarter hours in any term, except in certain professional sequence terms.

Any student who wishes to register for more than 21 quarter hours must submit a written petition to the appropriate department or program administrator for approval.

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

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

Transfer between Graduate Programs
Students wishing to transfer from one graduate program to another within the University must request permission to do so. A written request should be directed to the Office of Admissions and Records. The student must meet any special admission requirements for the program. Admission to the new program is not guaranteed.

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

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

Course by Arrangement/Independent Study
With the approval of his or her advisor, appropriate program coordinator and the Dean’s office, an admitted student may take a course by arrangement or an independent study. Only a full-time faculty member may work with a student on a course by arrangement or an independent study.

Withdrawal Policy
Dropping a Course

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

**Drop Deadlines:**

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

Please also see the Policy on Course Non-Attendance (p. 21).

**Tuition Refund Eligibility:**

After the first week of class, students who withdraw from a course(s) will receive a "W" grade and will not receive any tuition refund unless they completely withdraw from all courses in the term. Drop periods are set by University policy and are based on the student type and level. For more information regarding when a "W" grade applies, see the Grading (p. 37) section.

**Withdrawal from the University and Refund Policy**

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

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

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

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

- Withdraw prior to the start of the term: 100% refund
- Withdraw during the first week: 100% refund
- Withdraw during the second week: 80% refund
- Withdraw during the third week: 70% refund
- Withdraw during the fourth week: 60% refund
- Withdraw during the fifth week: 50% refund
- Withdraw during the sixth week or later: no refund

For students in classes that are between five and six weeks long the tuition is prorated on the following basis:

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

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

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

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

**Non-standard length terms:**

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

**Tuition Refund Appeal**

This policy pertains only to a course or courses from which a student withdrew and appeal is being made
for a refund beyond the established university refund policy (p. 35).

Note that all appeals where a grade (A, B, C, D, F, N) has already been submitted must go through the academic appeals policy (p. 26).

Appeals Process:

Students may submit an appeal for a refund beyond the university refund policy by submitting a request in writing. The appeal must be submitted within 30 business days of the withdrawal date noted in the Student Information System (Banner). Appeals for charges for withdrawals of courses older than 30 business days cannot be considered and all charges apply.

Appeals should be submitted in writing or via email to Steve Neer, Assistant Vice Provost of Advising and Retention at Stephen.neer@nl.edu or by fax to 312.261.3044.

The Refund Appeal Committee will meet monthly during the final week of the month. All appeals must be received at least 24 hours in advance of the meeting in order to be considered.

Appeals are limited to exceptions to the refund policy based on a factor related to National Louis University. Appeals may be submitted for extenuating circumstances. In cases where the appeal is based on extenuating circumstances, documentation must be included with the request for appeal.

The Refund Appeal Committee will notify the student via their NLU and personal email address of the outcome within one business day of the meeting. Students dissatisfied with the decision may appeal by submitting their request in writing within 60 business days to the Vice President of Student Services.

Grading

Undergraduate

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding performance</td>
</tr>
<tr>
<td>B</td>
<td>Above satisfactory performance</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory performance</td>
</tr>
<tr>
<td>D</td>
<td>Marginal performance</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory performance</td>
</tr>
<tr>
<td>FX</td>
<td>Non-attendance</td>
</tr>
<tr>
<td>P</td>
<td>Pass (“C” level or better)</td>
</tr>
<tr>
<td>I</td>
<td>Course in progress (Incomplete)</td>
</tr>
<tr>
<td>IE</td>
<td>“I” grade extended beyond the time normally allowed</td>
</tr>
<tr>
<td>X</td>
<td>Deferred course extending beyond one term</td>
</tr>
<tr>
<td>N</td>
<td>No credit</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>WF</td>
<td>Voluntary withdrawal within the last half of the course indicating unsatisfactory progress at time of withdrawal</td>
</tr>
<tr>
<td>WN</td>
<td>Voluntary withdrawal within the last half of the course for a pass or noncredit course indicating unsatisfactory progress at time of withdrawal</td>
</tr>
<tr>
<td>WS</td>
<td>Voluntary withdrawal within the last half of the course extending beyond one term</td>
</tr>
<tr>
<td>WW</td>
<td>Voluntary withdrawal within first half of the course indicating no academic assessment</td>
</tr>
<tr>
<td>X</td>
<td>Deferred course designed to extend over a longer period than one term</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
</tbody>
</table>

Graduate

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding performance</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Above satisfactory performance</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory performance</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Marginal performance</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory performance</td>
<td>0</td>
</tr>
<tr>
<td>FX</td>
<td>Nonattendance</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Course in progress (Incomplete)</td>
<td>N/A</td>
</tr>
<tr>
<td>IE</td>
<td>“I” grade extended beyond the time normally allowed</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>N</td>
<td>No credit</td>
<td>N/A</td>
</tr>
<tr>
<td>X</td>
<td>Deferred course extending beyond one term</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Grades of "D" are not accepted toward completion of degree requirements. The pass/no credit option is available only in designated courses.

**Grade Point Average**

**Quality Points**

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

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

**Calculation**

Grade point average will be computed by dividing the total quality points for hours with grades of A, B, C, D, and F by the total hours attempted with grades of A, B, C, D, and F. Courses with grades of P, N, I, X, W, WW, WS, WN, WF and IE are excluded. Only courses from National Louis University will be included in the computation.

**Repeat Course Policy**

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

**Grade Report**

A report based on the instructor’s evaluation of the student’s achievement in every course is available at the conclusion of each term via the NLU Student Portal. This report also includes the student’s credit hours completed, quality points, term completion ratio and cumulative grade point average.

**In-Progress (Incomplete) Grade Policy**

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

- The final decision about what constitutes 75% rests with the instructor
- No student automatically qualifies for an “I” grade — the decision is made by the instructor on an individual basis
- Some programs prohibit the use of “I” grades in Term I and for students on “high potential,” “one term review” and “four-course review” admission statuses
- Before an “I” grade can be issued, an in-progress contract must be completed by the instructor to document the details for completion of the course requirements and sent by the registrar to the student’s NLU email account
- The student is expected to complete the work in-progress no later than 90 days following the last day of the in-progress course
- All “I” grades will be lapsed to a grade of “F” for undergraduate students and a grade of “N” (no credit) for graduate students if the coursework is not completed within the specified 90 days
- “I” grades are prohibited in the following teacher preparation courses, if the Student Teaching is repeated: ECE470, ELE 470, ELE 590, ELE 597, SEC 590A-F, SEC 597A-F, SPE587 and SPE 592C
- If candidates need to repeat the Student Teaching Experience, they will be required to withdraw from the Student Teaching Course in which they are registered and register for a new experience, when ready, with the approval of the program faculty and Director of Teacher Preparation

In the case of exceptional circumstances, a student may follow the steps outlined below to request a one-time only 275-day In-Progress Extension.

- It is the student’s responsibility to contact the instructor (or the associate dean, should the instructor be unavailable) who granted the “I” grade at least 30 days prior to the end of the 90-day time limit
- With the instructor’s or associate dean’s signature and support, the student must make a formal
request to the appropriate college academic appeals committee, including a letter and documentation of the exceptional circumstances that may warrant an extension.

- The college academic appeals committee makes their decision and the chair of the committee informs the Registrar in writing of the decision.

- If an extension is to be granted, it must be formalized before the end of the 90-day time limit.

**Standards for Academic Review**

The purpose of the Standards for Academic Review is to monitor students attending National Louis University to ensure that they receive the support necessary to succeed and achieve their goals. The policy also addresses eligibility for continuation at and readmission to the University.

All students will have their academic progress reviewed at the end of each quarter. If a student’s review warrants a change in standing, as described below (p. 39), it will be communicated to the student in writing.

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

Eligibility for financial aid is governed by the Satisfactory Academic Progress Policy (p. 21).

**Withdrawal and In-Progress (Incomplete) Grades**

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

**Failure to Meet Academic Standards**

**Academic Warning**

The first term a student drops below the required cumulative GPA or completion ratio/pace of 67% s/he will be placed on Academic Warning. It is recommended that students meet with their academic advisors to improve their academic work. If the student meets the review criteria the next term, s/he will return to good academic standing.

**Academic Suspension**

The second consecutive term a student does not meet academic standards s/he will be placed on Academic Suspension. At this time the student is required to meet with his or her academic advisor and develop an academic plan within 14 days of the Academic Suspension notification email.

If the plan is accepted, the student will be placed on Academic Probation (p. 39). If the student meets academic standards the following term, s/he will return to good academic standing.

**Academic Probation**

A student on Academic Probation must meet the terms of his or her academic plan to remain on Academic Probation. If s/he does not meet the terms of the plan, s/he will be subject to Academic Dismissal (p. 39).

**Academic Dismissal**

If a student on Academic Suspension fails to submit an academic plan, s/he is subject to Academic Dismal.

If a student on Academic Probation fails to meet the terms of the academic plan, s/he will be subject to Academic Dismissal. A student may petition to the Office of the Registrar.

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

Please note that students receiving financial aid are also required to meet the terms of Satisfactory Academic Progress (p. 21), which is a separate policy governed by federal financial aid regulations.

**Academic Review Criteria**

There are two criteria for measuring academic progress at NLU.

**Qualitative**

Students must maintain a minimum GPA of 2.0 for undergraduate students or 3.0 for graduate students.

**Quantitative**

Students must receive passing grades of A, B, C, D, P or X in at least 67% of credits attempted. Credit hours attempted also include withdrawals (WW, WS, WF or WN), in progress evaluation (I, IE), no credit (N) and failing (F) grade.

These criteria are cumulative and include all periods of the student’s enrollment.

**Appeal Procedures**

**Academic Dismissal Appeal Procedures**

A student dismissed for reasons of academic ineligibility may be permitted to return to NLU after two terms of nonenrollment. The student must submit a written appeal documenting any exceptional circumstances to the University Registrar during the second term of nonenrollment, at least two weeks
prior to the start of the third term. If the request is submitted after one year of nonenrollment, the request will be subject to the Policy on Returning to NLU (p. 12).

Financial Aid Appeal Procedures

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

Other Appeals

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

Degree Requirements

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

Residency Requirement

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

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

All Baccalaureate Degree Programs

All students completing baccalaureate degree programs must:

- Be formally admitted to the program from which he or she is requesting a degree
- Complete a minimum of 180 quarter hours
- Have a minimum of a 2.0 grade point average (some programs require a higher grade point average)
- Fulfill the General Education Core Requirements (p. 75)
- Satisfy all the requirements and regulations of the individual college and program by the term completion date. Please see the program information related to degree requirements.
- Complete the residency requirement of his or her college and program (minimum 45 quarter hours)
- Take the last 12 QH (minimum of three courses) for his or her degree at NLU

Second Baccalaureate Degree Policy

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

Students Receiving Dual Baccalaureate Degrees

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

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

Post-Baccalaureate Degrees

All students completing post-baccalaureate degree programs must:

- Be formally admitted to the program
- Satisfy all the requirements and regulations of the individual college and program by the term completion date
- Fulfill all degree requirements, including required coursework, thesis, research project and comprehensive examination as required by the student’s specific degree program, within the time frame specified by the college and the program
- Have a minimum GPA of 3.0
- Have all the grades in the program be a "C" or better
- Fulfill the residency requirement for his or her particular degree or program
Note: All courses used for the degree must not have been used toward another degree.

**Application for Degree**

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

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

Except in cases of clerical error, students’ academic records are closed upon granting of the degree. No transcript or diploma will be issued if there is any outstanding financial encumbrance.

**University Policies and Procedures**

**Policy on Access to Student Records**

NLU 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 Undergraduate and Graduate Catalog.

**Policy on Contact Information**

Students must register their current mailing address, email address and telephone number. 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 contact information or name must be reported promptly to the Office of Admissions and Records.

**Policy on Faculty Availability**

It is important for faculty who teach to establish reasonable expectations of availability, and for students to be able to find and communicate with faculty in a reasonable time-frame. Therefore, faculty members who are currently teaching will make themselves available to students at least one hour per week for each course taught (face-to-face, online or blended). To qualify as an “available hour,” during a request in writing. The appeal must be submitted within 30 business days of the withdrawal date noted in the Student Information System (Banner). Appeals for charges for withdrawals of courses older than 30 business days cannot be considered and all charges apply. Appeals should be submitted in writing or via email to Steve Neer, Executive Director of Advising and Retention at Stephen.Neer@nl.edu or by fax to 312.261.3044.

The Refund Appeal Committee will meet monthly during the final week of the month. All appeals must be received at least 24 hours in advance of the meeting in order to be considered. Appeals are limited to exceptions to the refund policy based on a factor related to National Louis University. Appeals may be submitted for extenuating circumstances. In cases where the appeal is based on extenuating circumstances, documentation must be included with the request for appeal.

The Refund Appeal Committee will notify the student via their NLU and personal email address of the outcome within one business day of the meeting. Students dissatisfied with the decision may appeal by submitting their request in writing within 60 business days to the Vice President of Student Services.

**Policy on Faculty Availability**

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.
regularly scheduled time period faculty must be immediately available to their students either through office visits, phone, video chat, group chat or other medium of consultation. Faculty availability must be posted in the course syllabi. If faculty need to change their scheduled times for weekly consultation they will notify their students at least 24 hours in advance and provide alternative dates and times.

Policy on Infectious Disease Issues

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

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

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

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

The multidisciplinary team shall include:
1. Individual's physician
2. Director of Student Experience
3. Dean of appropriate college
4. Senior academic officer
5. Appropriate University official

Policy on Inspection, Search and Seizure

National Louis University reserves the right to routinely inspection of student property 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 University policy, 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 policies, local, state, or federal laws will be seized and, at the discretion of the senior student services officer, the proper authorities will be notified.

Policy on NLU Student Email Account and Communication

NLU's educational goals include assuring that all students have the skills essential in today's and tomorrow's electronic workplace. NLU also believes that electronic communications provide faster and more effective interactive communications than paper mail. For these reasons, NLU provides email accounts to all full-time and part-time students as soon as they register for a class. Once a student account is established, NLU will send official communications to each student via the student's NLU student email account. Messages sent to this account will not be duplicated via paper mailings. It is the student's responsibility to monitor the student's NLU student email on a regular basis. Failure to meet a deadline because a student did not read the student's email in time will not be considered an extenuating circumstance. Students may access the NLU email from any computer with an internet connection. Internet access is available at NLU campuses and public libraries.

Individuals with documented disabilities that prevent them from using a computer may request accommodation through NLU's Library and Learning Support at ada@nl.edu or 312.261.3329. 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 Information Systems policy, found in this Guidebook under Standards of Student Conduct.

For assistance with student email, contact the Help Desk at 866.813.1177 or visit the NLU website at nl.edu.

Policy for Observance of Religious Holidays

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

**Procedure**

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

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

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

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

**Policy 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: nl.edu/about/leadership/provost/institutionalresearchboard.

**Policy for Students Deployed Under Military Orders**

Prior to deployment, students are encouraged to meet with an academic advisor and staff from the Registrar and Office of Student Finance to discuss their academic and financial standing.

**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 “F” 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 Academic Advising, advising@nl.edu, 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, Academic Advising, advising@nl.edu, 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-rate will not be applied to the student account for completed coursework. Refunds, if applicable, will be issued by the Office of Student Finance for coursework not completed.

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

Process for Reinstatement of Students Deployed Under Military Orders

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

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

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

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

Policy on Student Right to Know and Campus Security Act

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.
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 not assume Responsibility for the violation, the case is handled within the Student Conduct Process.

Policy on University Initiated Administrative Withdrawals

Administrative Withdrawals with No Academic or Financial Penalty

Students may be administratively withdrawn with no mark on their academic record and no financial charges in cases including but not limited to:

1. Academic suspension through SAP or SAR.
2. Academic suspension from a department or failure to meet academic requirements.
3. Failure to meet a pre-requisite requirement.

Administrative Withdrawals with Academic Record and Financial Obligation

Students may be administratively withdrawn with a grade on their record and financial obligation for tuition and fees based on University processes governing withdrawal (nlu.edu/financialaid/studentaccounts/withdrawalrefundpolicy) in cases including, but not limited to:

1. Suspension for a violation of University policies.
2. Removal from a student teaching or internship experience.
3. Resignation from a partnership program that requires withdrawal from NLU. Students may appeal decisions on refunds through the Appeals for Refund of Tuition Charges policy found in this Guidebook under University Policies and Procedures.

Policy on Whistleblower (Disclosure of Wrongful Conduct)

The Whistleblower Policy protects employees, faculty and students from reprisal if they make good faith disclosures of University-related misconduct.

All employees, students and faculty are encouraged to report any University-related misconduct, including, but not limited to bribery, theft of NLU property, fraud, discrimination, unlawful harassment, violation of NLU policies, and other misconduct. Reports can be made at nlu.edu/letusknow. Faculty and staff are encouraged to report University-related misconduct to their immediate supervisor; or if they are reluctant to report the misconduct to their supervisor, they can raise the issue with the department chair, dean, or the Office of Human Resources. Students may report misconduct to the department head, Director of Student Experience, the University Ombudsman.

The University will promptly investigate reports of misconduct and take appropriate action. Faculty, staff and students who report University-related misconduct are protected under the policy against any retaliation for having made a good faith report of any misconduct.

Whistleblower Hotline: 312.261.3820

Definitions

1. “Good Faith Disclosure” means disclosure of University-related misconduct made with a belief in the truth of the disclosure which a reasonable person in the whistle-blower's position could hold based upon the facts. A disclosure is not in good faith if made with reckless disregard for or willful ignorance of facts that would disprove the disclosure.

2. “University-related misconduct” or “misconduct” includes any activity by an NLU department or by an employee that is undertaken in the performance of the employee's official duties, whether or not such action is within the scope of the individual's employment, and that is in violation of any state or federal law or regulation or NLU regulation or policy, including but not limited to corruption, bribery, theft of NLU property, fraudulent claims, fraud, coercion, conversation, discrimination, sexual or other unlawful harassment, civil rights violations, misuse of NLU property and facilities or willful failure to perform one's job duties.

3. “Whistleblowing” means good faith reporting of real or perceived University-related misconduct.

4. “Whistleblower” means any student, staff or faculty who in good faith reports real or perceived University-related misconduct.

5. “Retaliation” means any adverse action or credible threat of any adverse action taken by NLU or member thereof, in response to a whistleblower’s good faith disclosure of University-related misconduct. It does not include NLU’s decision to investigate a good faith disclosure of University-related misconduct.

Policy
NLU relies on its faculty, staff and students to perform their duties and responsibilities in accordance with NLU’s policies and procedures. NLU provides various mechanisms to assist and encourage faculty, staff and students to come forward in good faith with reports or concerns about University-related misconduct. Faculty, staff and students may report suspected University-related misconduct without fear of reprisal or retaliation.

Guidelines

- Faculty, staff and students should follow all NLU policies and procedures in carrying out his/her duties and responsibilities for NLU.
- Faculty, staff and students who have a question about the propriety of any practice under NLU policies and procedures should seek guidance from his/her supervisor or an NLU official who has responsibility for overseeing compliance with the particular policy or procedure.
- Faculty, staff or students who become aware of a potential or actual material violation of NLU policies or procedures, should report such potential or actual conduct, regardless of whether the faculty, staff or student is involved in the matter.
- Faculty, staff or students may request that such a report be handled as confidentially as possible under the circumstances, and NLU will endeavor to handle all such reports with discretion and with due regard for the privacy of the reporting employee.
- Faculty, staff or students may make anonymous reports, with the understanding that any investigation may be hampered due to the inability to identify the whistleblower in order to obtain a full and complete account of relevant and necessary facts from the faculty member, staff or student or to ask additional questions or seek clarification as any investigation proceeds.
- Faculty, staff or students who come forward in good faith with reports or concerns about University-related misconduct shall not be subject to reprisal or retaliation for making such a report. Any faculty member, staff member or student who believes that s/he is being retaliated against for making such a report should immediately report the retaliation.
- This policy does not apply to reports of concern over how a faculty or staff member is performing his/her job duties where the conduct in question does not rise to the level of University-related misconduct. Faculty, staff or students who are concerned about the conduct of a University faculty or staff member which does not rise to the level of University-related misconduct (e.g., concern about the style or manner in which the faculty or staff member is performing his/her job duties) are encouraged to discuss these concerns with the person whose conduct is the subject of concern. If a student, faculty or staff member does not feel comfortable talking directly with the faculty or staff member whose conduct is the subject of concern, the concerned party is encouraged to talk with University Ombudsman.

Students

Students are encouraged to report misconduct at nl.edu/letusknow to a Department Head, the Director of Student Experience, University Ombudsman.

If a faculty member, staff member or student is concerned about reporting misconduct using the procedure described above, the individual may use the local Whistleblower Hotline, 312.261.3820. The person may also call the Office of Human Resources, 847.947.5275, NLU will endeavor to keep the whistleblower’s identity confidential to the extent possible within the limitations of law and policy and the need to conduct a competent investigation.

If any member of NLU’s faculty, staff, board of directors or other NLU official receives a complaint about University-related misconduct, that individual should encourage the complaining individual to document the complaint. If the complaining individual does not want to put the complaint in writing, then the person to whom the report is made should document the oral report with a written summary. Once the complaint is documented, it should be forwarded to the Office of Human Resources for immediate investigation.

Anti-Retaliation

No members of the NLU community shall engage in retaliation in response to reporting of University-related misconduct or to the filing of a complaint. Any student who believes that s/he has been the victim of retaliation for reporting an incident or cooperating in an investigation should immediately contact the Office of Student Experience at 888.658.8632 x3568.

Actions are considered retaliatory if they are in response to a good faith disclosure of real or perceived University-related misconduct and the actions have a materially adverse effect on the working or academic conditions of the whistleblower or if the whistleblower, as a result of the actions, can no longer effectively carry out his or her NLU responsibilities.
NLU will make every reasonable effort to stop retaliation immediately, to conduct a complete and thorough investigation of alleged acts of retaliation in a timely manner, to provide remedies to victims of retaliation, and to sanction the perpetrators of retaliation as appropriate.

The act of good faith disclosure of University-related misconduct shall not be used to make any decision to the whistleblower’s detriment or to subject the whistleblower to adverse conditions that create a hostile working or learning environment.

To encourage and protect whistleblowers, it is NLU’s policy that no reference to the good faith disclosure of University-related misconduct shall be made in personnel files, letters of recommendation, performance appraisals or any other permanent evaluative documents without the concurrence of the whistleblower.

Reports of any University-related misconduct that are not made in good faith are not protected under this policy. Those who make false reports in bad faith will be disciplined as appropriate through regular NLU procedures.

Campus Policies

Policy on Children on Campus

Minor children under the age of 18 are allowed on campus for short periods of time while accompanying adults conduct university business. Children must remain supervised to prevent disruption to University operations, programs and activities, as well as for the safety of the child/ren. Children are now allowed in classrooms or other spaces while classes, lectures or other academic events are in session. Use of University facilities, equipment and resources by children is also not permitted.

The University does not permit faculty, staff or students to bring children onto the property who will not be supervised 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 and safety concerns.

Classroom Etiquette

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

Policy on 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 Facilities Management.

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. In addition, an Incident Report of the theft should be completed at nl.edu/letusknow.

Sales and Soliciting

Salespersons and solicitors are not permitted to operate within campus facilities without the approval of the campus Facilities Management. Students and student organizations may conduct canvasses and charitable or fund-raising drives with prior permission from the Office of Student Experience or the appropriate University representative. Charitable fundraising for outside organizations is not permitted. The sponsoring department is responsible for obtaining all necessary site reservations and documentations through Facilities Management.

Temporary access to University properties by off-campus vendors and commercial entities is permitted to the extent that the activity becomes a complementary part of the total services and programs offered to NLU students and is approved by the Office of Student Experience. Off-campus vendors and commercial entities may be sponsored by campus departments for special events where vendor sales are complementary to and an integral part of an overall program or service, and must not conflict with the resources, merchandise or mission of the institution.

Student Rights and Responsibilities

A University community requires an environment conducive to the intellectual and personal growth of its students. Since the 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. As a private institution, National Louis University reserves the right to create policies that regulate student conduct and access to campus facilities and resources. While students enjoy the rights below, the exercise of these rights may not interfere with the rights of others in the University community:

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

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

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

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

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

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

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

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

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

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

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

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

13. Students will only face disciplinary action or dismissal from the University:

   a. Academic ineptness or lack of reasonable progress.
   b. Failure to pay University Debts.
   c. Violation of student or University rules and regulations.

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

15. 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.

Access to Higher Education

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

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

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

Compliance with Federal Nondiscrimination Regulations

Several federal regulations have been adopted that have as their purpose the protection of students’ rights. Of particular interest are the following:
1. Equal Opportunity: National Louis University supports the principles of equal opportunity for employment to all qualified persons without regard to Race, Gender, Religion, Color, National Origin or Age.

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

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

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

Equal Opportunity and Nondiscrimination

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

Discrimination

Any student with questions or concerns about any type of discrimination based on gender is encouraged to contact the Title IX Coordinator at dlaban@nl.edu. Any student with questions or concerns about all other types of discrimination is encouraged to contact the Department of Diversity, Access and Equity at 847.947.5275 or DAE@nl.edu. Students can raise concerns and make reports without fear of reprisal. Alternatively, students may also contact the U.S. Department of Education’s Office for Civil Rights to report discrimination based on the identities listed above:

Illinois/Wisconsin Regional Office  500 W. Madison St.  Chicago, IL 60661
Florida Regional Office,  61 Forsyth St. W. Ste.  19T10, Atlanta, GA 30303

Anyone found to be engaging in any type of unlawful discrimination may be subject to disciplinary action, up to and including permanent dismissal from the University.

Family Educational Rights and Privacy Act of 1974 (FERPA)

Basic Policy

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

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

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

Release Policy

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

The University has designated as directory information the following categories:

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

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

No other personally identifiable information about a current or former student may be released to any person or agency outside the University except by the written, signed, and dated request of the student (or parent where appropriate) specifying the information to be released and to whom it is to be released. National Louis University is not required, however, to provide a third party access to education records even when the student has provided consent. Parents and spouses of students may obtain non-directory information only at the discretion of the university and after the consent form has been received. The University reserves the right to deny direct access to student records to other third parties without providing explanation. At the request of the student (or parent), a copy of the information to be released will be provided when he or she consents to the release. (The Privacy Act provides for a number of exceptions to this rule whereby information may be released to accrediting agencies, certain federal and state authorities, for reason of emergencies related to the health and safety of the student, etc., without notifying the student or parent. A list of such exceptions may be obtained upon request. Emergency release of information may be necessary on approval of an appropriate administrative officer. In addition, notification shall not be given if the student [or parent, where appropriate] has directly made the request for the release of information.) In situations in which confidential records are being discussed, the University reserves the right to restrict third-party participants. Within the University, certain information within a student’s record may be necessary for an individual or an office for whom it was not originally collected. Such information may be made available to University officials, including instructors, having legitimate educational interests.
The University shall maintain a record of all individuals or agencies that have requested or obtained access to a student's educational records and the legitimate interest they have in such records. The University shall keep this record as part of the student's total educational record, subject to the same restrictions on release and access. The University shall not maintain records of release of directory information requested directly by the student (or parent where appropriate) or requested by individuals within the school who have legitimate educational interest.

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

Student Right to Access

Students currently or formerly enrolled in the undergraduate or graduate school may request access to their own educational records with the following exceptions:
1. Medical and psychological reports and records are not open for review, although the University nurse or other recognized professional may act as a student’s agent and review the record for him/her upon the student’s request.
2. Confidential letters and statements of recommendation, written before January 1, 1975 and used only for the purpose for which they were obtained are not open for review.
3. Parent’s Confidential Statements and eligibility reports are not open for student’s review without parental written consent.

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

Waiver of Right to Access

In the following situations, the University shall provide students (or parents, where appropriate) with the means of waiving their right of access to certain limited parts of their educational record for the purpose of preserving confidentiality:
1. Letters of recommendation required for admission.
2. Letters of recommendation collected for a student’s credential file in both the undergraduate and graduate colleges to be used in pursuit of employment.
3. Letters of recommendation used in connection with a student’s eligibility for honorary recognition.

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

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

Procedure for Access

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

Procedure for Challenging the Record and Informal Proceedings

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

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

**Formal Hearing**

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

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

**Record of Hearing**

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

**Additional Information Regarding FERPA**

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

**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 five years after the last date of attendance or degree date. Transcripts of all academic credit earned at the University are maintained permanently.

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

3. The Financial Aid Office maintains financial aid and student account records for a minimum of three years from the date the student last attended.

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 (NCE) permanently retains information files related to professional study: evaluation, notation, etc.

6. The Office of Student Experience and the Office of the Provost maintain disciplinary records for five years.

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 the Undergraduate and Graduate Catalog, listed on the University website and in other official notices. Electronic Statements of Account are posted to the NLU Student Portal on a monthly basis. It is the student’s responsibility to review the Statement of Account, verify that financial aid is disbursed 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 balances 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 or 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.

Students with Disabilities

The Americans with Disabilities Act (ADA) was signed into law on July 26, 1990. This act protects millions of Americans with disabling conditions from discriminatory practices in public accommodations (including, colleges and universities), employment transportation and telecommunications. The ADA extends the coverage of Section 504 of the Rehabilitation Act of 1973.

Section 504 is designed to eliminate discrimination on the basis of disability in any program or activity receiving federal financial assistance. It provides that no qualified disabled person shall, on the basis of disability, be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance. National Louis University supports this philosophy.

According to the ADA, disabled person means any person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment. The ADA protects every person who either has, used to have, or is treated as having, a physical or mental disability which substantially limits one or more major life activity.

Since the passage of the ADA Amendments Act (ADAAA) in 2008, National Louis University has endeavored to ensure that qualified students are not discriminated against by way of demanding extensive medical and/or clinical documentation of a student’s disability and its impact on access to higher education. As such, the standard for documentation submitted by a student seeking academic accommodations has been adjusted to reflect the wider protections against discrimination on the basis of disability as enumerated in the ADAAA.

Employment Policy

National Louis University (NLU), as an employer of students, faculty and staff, will not discriminate against qualified individuals with disabling conditions as defined under the ADA and must reasonably accommodate the disabilities of qualified applicants or employees unless undue hardship
would result. The specifics of the employment policy are delineated in the Human Resource policies.

**Public Services Access and Accommodation**

National Louis University will not discriminate against qualified individuals with disabling conditions by excluding them from participating in or denying them the benefits of the services, programs or activities of the university. Public facilities of NLU, including student common areas, auditoriums, libraries, athletic/recreational facilities, etc., must be accessible to individuals with disabling conditions. The specifics of the institutional policies related to Public Services Access and Accommodation are delineated in other institutional policies.

**Policy on Students with Disabilities**

**Preface**

National Louis University, with this policy statement, asserts its commitment to students with disabilities. Underlying this policy, which is of necessity written in legalistic and prescriptive terms, is a firm belief in the value that the University places on students with disabilities. The faculty and administration believe that such students have a contribution to make to the University community and to society.

The University faculty and administration recognize that students with disabilities have often been prevented from achieving their potential. This policy will ensure that this does not happen at National Louis University. It is intended that National Louis University be an institution that welcomes, supports, values, and enhances the education of students with disabilities.

**I. Rights and Responsibilities**

**A. University Rights and Responsibilities**

The rights and responsibilities of National Louis University administrators, academic administrators, and the faculty relate to implementing criteria for the assessment, placement and accommodation of applicants and students with a disability.

National University, through the Office of the Provost and Chief Academic Officer, has an obligation (right) to maintain the integrity of its academic programs and to fairly and consistently uphold academic standards. The University understands its obligation (responsibility) to provide reasonable accommodations and academic adjustments and to provide applicants and students with a disabilities the opportunity to succeed. To meet its commitment to provide access to academic programs and courses, the University acknowledges its rights and responsibilities by articulating specific procedures herein to ensure that a consistent academic decision making process is followed in the admissions process and where appropriate, in the selection of reasonable accommodations. The University has an obligation to:

1. Ensure that University courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings.
2. Provide information regarding policies and procedures to students with disabilities and assure its availability in accessible formats upon request.
3. Evaluate students on their abilities, not their disabilities.
4. Provide reasonable and appropriate accommodations, academic adjustments and/or auxiliary aids for students with disabilities in response to timely requests by applicants and students.
5. Maintain appropriate confidentiality of records and communication concerning applicants/students with disabilities except where disclosure is required by law or authorized by the applicant/student.

**B. Applicant/Student Rights and Responsibilities**

The rights and responsibilities of applicants and students with a disabilities relate to qualification for, admission to, and completion of University programs and course.

1. The University’s rights and responsibilities must be understood in the context that otherwise qualified applicants for admission and students with documented disabilities that meet the University’s qualifications and essential technical, academic, and institutional standards also have rights. These include the right to:
   a. Equal access to courses, programs, services, job, activities, and facilities available through the University.
   b. Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
c. Appropriate confidentiality of all medical or psychoeducational information pertaining to his/her disability with the choice of whom to disclose their disability to except as required by law. (Access to information within the University is limited to those persons involved in the admission/accommodation decisions as provided for herein.)

d. Access to admissions and academic information, which is reasonably available in accessible formats.

2. The University is fully committed to ensure that every otherwise qualified applicant for admission and student with a documented disability that meet the University's qualifications and the essential technical, academic, and institutional standards are afforded the opportunity for admission and are afforded the opportunity to succeed in University programs and courses. In support of that commitment, applicants and students with documented disabilities must recognize that they have a responsibility to:

a. Identify themselves in a timely manner (within the first two weeks of class) as an individual with a disability when seeking an accommodation.

b. Academic accommodations may be approved after the first week of a course, but no approved accommodation will be applied retroactively.

c. Provide medical or psychoeducational documentation from an appropriate professional source that verifies the nature of the disability, functional limitations, and the need for specific accommodations.

d. Follow specific procedures outlined herein for obtaining reasonable and appropriate accommodations, adjustments, and/or auxiliary aids.

II. Admissions and Recruitment Procedure

1. The Recruitment and Admissions Process:

   a. Qualified persons with a disability may not, on the basis of disability, be denied admission or be subjected to discrimination in admission or recruitment.

   b. It is illegal for any university to make pre-admission inquiries about a student’s disability.

   c. National Louis University personnel may not make pre-admission inquiries as to whether an applicant for admission is a disabled person.

   d. Ensure that all applicants who are denied admission are provided with an opportunity to appeal the decision through the appropriate academic appeals policy. (The Policy of Academic Appeals is found in the Student Guidebook and the Faculty Handbook.) If an applicant feels he/she has been denied admission because based on a disability, the individual may file a discrimination charge with the Library & Learning Support Specialist (LLSS) for ADA accommodations or if the charge is against the LLSS, the individual may file a charge with the Office of the Provost and Chief Academic Officer.

   e. Included in the University Admissions Packet will be a statement (see attachment) that outlines for the student the opportunity to self-identify after admission to NLU and requests accommodations as needed to assist with his or her matriculation as a member of the NLU community.

   f. Any medical or psychoeducational documentation provided is confidential and cannot be released to anyone without the applicant/student’s permission.

   g. Once a student asks for special accommodations (self-identifies), the student must be referred to the LLSS or appropriate Student Disability Representative who will implement this policy.

2. Post-Admissions Accommodation Process

   Library & Learning Support Specialist - part of the responsibility of the person who is Library & Learning Support Specialist is to serve as the University’s Student Disabilities Coordinator. The LLSS is directly responsible to the Provost and Chief Academic Officer, the Senior Vice President for Student Services and to the President in these matters. The LLSS coordinates all student accommodation requests and delivery for all the university’s campus locations. Appropriate personnel from LLSS are called upon to assist with facilitation of accommodations as needed. The LLSS will:

   1. Implement this procedure in response to an individual who has self-identified as having a disability, the request of a faculty member and/or the request of an academic administrator.

   2. Request current medical or psychoeducational documentation from the
applicant/student that was completed by an appropriate professional source to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids. The currency of submitted documentation will be weighed in conjunction with other factors relevant to the impact of a present disabling condition.

3. Since the passage of the ADAAA in 2008, national guidelines for reputable documentation should take a three-tiered approach:

a. Primary - self-report from student

b. Secondary - observation and interaction with student by LLSS

c. Tertiary - medical letter/psychoeducational report (accommodation letter from institution of higher education the student attended previously could also suffice as valid documentation) ("Supporting Accommodation Requests: Guidance on Documentation Practices,” April 2012, Association of Higher Education and Disability (AHEAD)).

3. In the event that the student does not have current medical or psychoeducational documentation, or documentation is not sufficient, advise the student on methods for obtaining appropriate documentation of his/her disability. A list of reputable referral sources will be provided for students in these instances.

4. In the event that the student has submitted documentation of a psychological, psychoeducational, or neuropsychological nature, provide the LLSS with the medical or psychoeducational documentation for assessment. The LLSS will, in turn, when warranted, consult with the academic department/program administrator and other appropriate individuals (e.g. Program Chair, Associate Dean, Dean, Office of Student Experience and/or a facilities person) to develop a consensus as to an appropriate disposition/accommodation. If the DSR has been the designate person for the consultation, he/she will advise the LLSS of the result of that consultation.

5. In the event physical adjustments and/or auxiliary aid(s) are required for physical disability, review the request for accommodation, the medical documentation, the university’s ability to accommodate and make an appropriate decision regarding an accommodation (in some situations, it may be appropriate to consult with the program administrator, Office of Student Experience or persons responsible for facilities prior to making a decision).

6. When the Library & Learning Support Specialist has made his/her final decision regarding a reasonable accommodation, the Library & Learning Support Specialist will:

a. Advise the student of the decision.

b. If a student requests to meet with the LLSS if dissatisfied with the decision, attempt to obtain student agreement as to the accommodation (this may necessitate a meeting with the LLSS and/or the academic department/program administrator.

c. Inform students with disabilities of University policies and procedures for filing a formal grievance through LLSS or by initiating an appeal to the Office of Academic Affairs if the grievance is against the LLSS.

d. Ensure that the admitted student with a disability receives the appropriate accommodation.

e. Assure confidentiality of all information pertaining to a student’s disability.

f. If the LLSS is unable to perform any of the responsibilities of his/her role for an extended period of time, a previously designated individual from Library & Learning Support will fulfill that role.

III. Admitted or Returning Students with Disabilities

1. Current Student:

a. Provide the LLSS generally acting in the capacity of Student Disability Representative (out-of-state campuses), with appropriate medical, psychological, psychoeducational, or neuropsychological documentation indicating the student’s disability and suggested accommodation.

b. Provide a signed consent authorizing the LLSS to discuss his/her need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her medical or psychoeducational documentation.

c. Meet with the LLSS to discuss the admissions decision and to determine if an appropriate reasonable accommodation can be made, and to provide input on appropriate academic adjustments, and/or auxiliary aids.

b. Students enrolled in the four-term academic year system or a sequenced field or clustered program will formally request accommodations...
by submitting to the LLSS a complete accommodation request form. This step includes indicating the student's needs (e.g., extended time to complete exams, note taking assistance, classroom relocation, laboratory assistant, etc.).

e. Once a decision has been reached by the LLSS and the student has been notified, the student is strongly encouraged to contact his/her course instructor either two weeks before the start of the next course or as soon as practicable to ensure that accommodations may be coordinated with the LLSS.

f. Inform the faculty member via discussion with a letter to follow that has generally been developed between the student and the LLSS and perhaps with input from the faculty member when appropriate prior to the beginning or within the first two weeks of each course about the nature of his/her disability, how performance may be affected, and necessary and reasonable accommodations.

g. Meet the timelines and procedural requirements established by the LLSS and coordinated with the faculty member, for scheduling exams, requesting assistance, arranging with a faculty member for getting the exam to a location of testing. If the student fails to provide adequate notice of the need for space and/or assistance, he/she is still entitled to the accommodation, but there is no guarantee that it can be provided in the fullest measure.

h. If the the student fails to comply with these requirements, he/she will receive a written reminder of responsibilities in order to stress the importance of these requirements.

2. Returning Student:

a. A student with a disability who left the University in good academic standing and applies for readmission within three academic years, may be readmitted based on the previously submitted documentation or may submit updated material if they wish to modify a previously agreed upon accommodation.

b. A student with a disability who left the University in good academic standing and applies for readmission more than three academic years after leaving, must submit new or updated documentation and go through the same process with the Library & Learning Support Specialist as they did after their initial university admission.

c. A student with a disability who has been dropped from a program for academic reasons may apply for readmission in accordance with the current University Catalog requirements for readmission. The University Graduate and Undergraduate Directors of Admissions may consult with the LLSS for input.

IV. The Faculty Responsibilities - A faculty member should not make an accommodation on his or her own initiative; the Library & Learning Support Specialist has access to resources within the University which will ensure that the appropriate accommodations, academic adjustments, and/or auxiliary aids are made available on a case-by-case basis.

1. To ensure that admitted students with disabilities have the greatest opportunity for success in their courses, faculty members have the responsibility to comply with the following:

a. Provide appropriate accommodations as specified by the LLSS.

b. Once an admission decision is made and a student is enrolled in a course, a faculty member may, on a confidential basis, discuss a demonstrated need of assistance with a student and may suggest that the student seek assistance with LLSS. Or, if a student who has not previously self-identified wishes to declare a disability, the faculty member must direct the student to the LLSS.

c. Discuss any concerns related to accommodations or arrangements that have been requested by the student with the LLSS and the academic department director/administrator when warranted.

d. Discuss academic issues related to meeting course objectives with the academic department head or program administrator/director when warranted.

e. Provide appropriate accommodations, either personally or by making arrangements with the LLSS, Office of Student Affairs or academic department head or program director when warranted.

f. Assure the timely delivery of an examination or other graded assignment, along with all necessary instructions and materials for proper administration, if an examination or assignment is to be administered outside of
class. The faculty member may also make arrangements with the student for the delivery and return of the examination or assignment.

g. Maintain a safe and secure environment for all students regardless of status with particular emphasis on emergency egress.

h. Assure the confidentiality of information regarding students with disabilities.

V. Academic Adjustments/Accommodations

1. National Louis University shall make such modifications to academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of disability, against a qualified disabled applicant or student. Academic requirements that are essential to the program of instruction being pursued by such student or to any directly related licensing requirement, will not be regarded as discriminatory within the meaning of this section.

2. Modifications may include changes in the length of time permitted for the completion of degree requirements and adaptation of the manner in which specific courses are conducted. The university shall take such steps as are necessary to ensure that no disabled student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the university because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.

3. Faculty Guide in Assisting Students with Disabilities, 1999, published by Andreen A. Neukranz-Butler, Director of Diversity, Access and Equity at National Louis University is available to all students, faculty and staff.

Standards of Student Conduct

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. A student is subject to the Conduct Process for allegations of misconduct in violation of the following policies:

- Acceptable Use of Information Systems
- Conceal and Carry
- Disruption of University Business or Events
- Falsification of Records
- Gambling
- Hazing, Bullying and Cyber-Bullying
- NLU Property
- Requests by Officials of the University
- Sexual Misconduct and Relationship Violence
- Substance Abuse
- Violations of University Policy, Local, State or Federal Laws
- Violence and Threats of Violence

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 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 instruction, 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 Acceptable Use of NLU Information Systems policy, below.

Guidelines for Implementation of Acceptable Use of NLU Information Systems Policy Definitions

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 LITS (Learning and Information Technology Services) system administrators will determine who is permitted access to a particular system. LITS 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. LITS system administrators report directly to the Ellucian/NLU technical director. The Ellucian/NLU Technical Director directly reports to the Ellucian/NLU Chief Information Officer who reports directly to the University President. The Ellucian/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.

LITS 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 www.edlaw.net.

Computer System 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 LITS 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 LITS 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 LITS systems administrator believes it necessary to preserve the integrity of facilities, user services, or data, he or she may suspend any account, whether or not the account owner (the user) is suspected of any violation. Where practical, 24-hour notice will be given in advance of revocation.

If, in the judgment of the LITS systems administrator, the violation warrants action beyond the LITS 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.

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 Conceal and Carry

Illinois law permits individuals with an Illinois Firearm Owner’s Identification card (which is already required to purchase guns or ammunition) to obtain a concealed carry permit, subject to various restrictions. This permit allows an individual to carry concealed firearms. Under the law, NLU has elected to ban concealed firearms from being carried on all campuses and this ban is demonstrated by posting signs at the entry ways.

Copies of these signs are posted on all entry ways at our campuses. If anyone enters one of our campuses with a concealed firearm, they should be asked to leave immediately and one should call 911 if there are any issues. The University will not store firearms for a student, faculty, staff, guest or visitor while they are on campus.

Individuals that bring concealed weapons on campus can be charged with misdemeanors and have their permits suspended or revoked. Any local, state or federal employee who are also faculty, adjunct or a currently enrolled student may request an exception to the policy by contacting Richard Schak, Criminal Justice program director: Richard.Schak@nl.edu, 312.261.3579. If anyone who is not exempt from this prohibition is found to have a firearm in his/her possession, consequences include but are not limited to charge of misdemeanors, permit suspension or revocation, immediate dismissal from employment and/or expulsion from the University.

Policy on Disruption of University Business or Events

This policy applies to behavior that disrupts nonacademic University business/events and other disruptions falling outside the scope of the Disruptive Classroom Behavior policy found in this Guidebook under Academic Policies and Procedures. 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 prohibits any student or group of students from interfering with the personal rights of another individual, the carrying out of University business or the progress of any authorized University event.

Any student who causes disruption or interruption of University business or events may be asked by a University official to leave the premises for a temporary period. The University official will then report the incident to the appropriate staff by completing an Incident Report at nl.edu/letusknow.

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, including but not limited to transcripts, letters of permission, petitions, and drop-add forms. 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 the signature of any employee of the University.

Any University faculty or staff member who believes that this policy has been violated by a currently enrolled student shall promptly report the issue by filing an Incident Report at nl.edu/letusknow.

Any student found to have falsified records is subject to disciplinary action through the Student Conduct Process (p. 68).

Policy on Gambling

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

Policy on Hazing, Bullying and Cyber-Bullying

In accordance with Illinois law, National Louis University strictly prohibits the practice of hazing, bullying or cyber-bullying of any students by any other students or groups of students. Conduct that would actively or passively support acts of bullying, hazing or cyber-bullying will not be tolerated.

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.

2. Paddling, beating, pushing, shaving, restraining, immobilizing, or striking.

3. Activities that result in the unreasonable loss of sleep or study time.

4. Forcing or coercing a person or persons to eat or drink amounts of any substance, including alcohol, drugs, foods or other substances.

5. Abduction and/or forced relocation or exposure to extreme weather.


7. The intentional creation of clean-up work or labor for new members by active/inactive members or alumni.

8. Nudity or lewd behavior.


10. Wearing of a uniform.

11. 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.

Bullying is intentional aggressive behavior toward another that is severe or repeated and that would be likely to intimidate, hurt, demean, control, or diminish a reasonable person. Bullying may be verbal or physical, and may occur through electronic means (cyber-bullying). Bullying can occur through one isolated, but severe, incident, or through a pattern of repeated incidents.

Any allegations of hazing, bullying or cyber-bullying are be promptly reported through an Incident Report at nl.edu/letusknow.

Policy on NLU 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 and Fire Safety

No fires or open flames are permitted on University property or in any facility operated by the University. Staff and faculty are obliged to immediately stop any such use and report the event through the Incident Report form at nl.edu/letusknow.

Students are to cooperate fully whenever a fire alarm is sounded and proceed to fire exits quickly and calmly. Failure to cooperate with University or fire department personnel will result in disciplinary action.

Please be advised 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 intentional 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.

Policy on 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 are also expected to report any behavior or misconduct that appears to violate University policy by completing the appropriate form at nl.edu/letusknow. Failure to report an observed incident could result in a violation of this policy.

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 Student Conduct for a
Policy on Sexual Misconduct and Relationship Violence

This policy prohibits NLU students from engaging in any of the following behaviors on campus or when engaged in activities sponsored by National Louis University:

- Sexual Assault
- Sexual Harassment
- Sexual Exploitation
- Relationship Violence
- Stalking

This policy also provides support for NLU students who are victims of any of the above violations. NLU is committed to preventing, reporting and addressing all incidents of sexual misconduct. To report violations and learn more about support resources, or to file an official NLU Incident Report, contact Danielle Laban, Title IX Coordinator, at dlaban@nl.edu and visit nl.edu/sexualrespectandTitleIX.

Sexual misconduct can be committed by men or women, and it can occur between people of the same or different sex. Importantly, sexual misconduct is characterized by the impact a behavior, action or statement has upon an individual or the NLU community, regardless of the intent behind that behavior, action or statement; thus, it is possible to commit an act of sexual misconduct even if someone does not intend to, so please carefully read the definitions below to avoid engaging in any prohibited behavior.

The University will make this policy and educational opportunities readily available to all members of the University community. Creating a respectful, safe and non-threatening environment is the responsibility of all members of the University community.

Definitions

1. **Sexual Misconduct** is a broad term encompassing any unwelcome behavior of a sexual nature that is committed without consent or by force, intimidation, coercion, or manipulation. The term includes sexual assault, sexual harassment, sexual exploitation, and sexual intimidation as those behaviors are described later in this section.

2. **Consent** is informed, freely and actively given and requires clear communication between all persons involved in the sexual encounter.
   a. Consent is active, not passive. Consent can be communicated verbally or by actions. But in whatever way consent is communicated, it must be mutually understandable. Silence, in and of itself, cannot be interpreted as consent.
   b. It is the responsibility of the initiator of sexual contact to understand fully what the person with whom he or she is involved wants and does not want sexually.
   c. Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
   d. Previous relationships or consent do not imply consent to future sexual acts.
   e. Consent cannot be procured by use of physical force, compelling threats, intimidating...
behavior, or coercion. Coercion is unreasonable pressure for sexual activity.

f. Effective consent cannot be given by minors, or persons incapacitated at the time of sexual activity. Incapacitation is a state where one cannot make a rational, reasonable decision because s/he lacks the ability to understand the “who, what, when, where, why, or how” of the sexual interaction. This policy also covers anyone whose incapacity results from mental disability, sleep deprivation, involuntary physical restraint, or from from a controlled substance. Possession, use and/or distribution of any of these substances, including but not limited to Rohypnol, Ketamine, GHB is prohibited; administering drugs to an individual for the purpose of inducing incapacity is a violation of this policy.

3. **Sexual Assault** is a form of sexual misconduct and represents a continuum of conduct from forcible rape to nonphysical forms of pressure that compel individuals to engage in sexual activity against their will. Examples of sexual assault under this policy include, but are not limited to, the following behaviors when consent is not present:

   a. Sexual intercourse (vaginal or anal)
   b. Oral sex
   c. Rape or attempted rape
   d. Penetration of an orifice (anal, vaginal, oral) with a penis, finger, or other object
   e. Unwanted touching of a sexual nature
   f. Use of coercion, manipulation, or force to make someone else engage in sexual touching, including but not limited to, breast, chest and buttocks

4. **Sexual Harassment** is a form of sex discrimination that encompasses unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, such as but not limited to intentional patting, pinching, touching, or other sexually suggestive behavior. Sexual harassment occurs when:

   a. 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.
   b. Such conduct has the purpose or effect of abusing the dignity of an employee or student through insulting or degrading sexual remarks or conduct.

   c. 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.
   d. Submission to or rejection of such conduct is the basis for academic or employment decisions affecting an individual.
   e. Such conduct directed against an individual persists despite requests for its cessation and/or when a claim or sexual harassment has resulted in retaliation against employees/students for complaining about such behavior.

5. **Sexual Exploitation** involves taking non-consensual sexual advantage of another person. Examples can include, but are not limited to the following behaviors

   a. Electronically recording, photographing, or transmitting intimate or sexual utterances, sounds, or images without the knowledge or consent of all parties involved
   b. Voyeurism (spying on others who are in intimate or sexual situations)
   c. Distributing intimate or sexual information about another person without that person’s consent

6. **Relationship Violence** means any physical, sexual, or psychological harm against individuals in heterosexual or same-sex relationships by a current or former partner of the individuals which includes, but is not limited to, stalking, dating violence, sexual violence, and domestic violence. It does not require sexual intimacy between the individual and such partner or spouse.

7. **Stalking** means willfully and repeatedly engaging in a knowing course of harassing conduct directed at another individual that reasonably and seriously alarms, torments, or terrorizes the individual. Stalking can take place in person or using technology (cyber-stalking).

**Options Following an Incident of Sexual Misconduct**

1. **Immediate Response**: the University has established formal partnerships with local sexual assault and domestic violence crisis centers near each NLU Campus. These centers provide confidential services for a range of sexual misconduct and relationship violence issues and have agreed to work with NLU to serve members of the NLU community. Additionally, there are
many local health care sites that can provide treatment for injuries or sexually transmitted diseases, as well as perform rape kits in order to preserve evidence should a victim want to pursue charges at a later point. Several of these resources staff Sexual Assault Nurse Examiners (SANE) who hold specialized training in providing rape kits in a victim-sensitive manner. For more information on ways to receive immediate assistance after an incident, please visit nl.edu/sexualrespectandTitleIX or contact the Office of Student Experience at 888.658.8632 x3568.

2. Counseling: the University can provide counseling referrals and resources to anyone affected by an incident of sexual misconduct or relationship violence. Students seeking counseling referrals for licensed mental health professionals should contact the Office of Student Experience at 888.658.8632 x3568 or email counseling@nl.edu.

3. Academic Accommodations and Interim Measures: immediately following a reported incident and while investigation is ongoing, the University reserves the right to take whatever measures it deems necessary in response to an allegation of sexual misconduct in order to protect students’ rights and personal safety. These efforts may impact course/work schedules, class assignments, in-person presence on NLU campuses and other aspects as needed.

Reporting Policies and Protocols

A member of the University community who believes that they have been involved in an incident of sexual misconduct or violence, or who becomes aware of an incident of sexual misconduct is strongly encouraged to report the incident through one or more of the following options. As with all types of incidents, the University prohibits and will address any retaliation against anyone who files a complaint or discloses an incident of sexual misconduct or relationship violence.

1. NLU Reporting Option
   a. Institutional Complaint: A victim or witness has the right to file a written complaint, making the University aware of a sexual misconduct incident, by submitting an Incident Report at nl.edu/letusknow. Complaints can also be made to NLU’s Title IX Coordinator, Danielle Laban, by email at dlaban@nl.edu or by phone/fax at 312.261.3162. NLU will make every effort to safeguard the identities of students who seek help and/or report sexual misconduct.
   b. Disclosures to Responsible Employees: Most University officials are considered Responsible Employees, which means they are required by law to report to the Title IX Coordinator all details shared with them regarding incidents of sexual misconduct or relationship violence.
   c. Partially Confidential Disclosures: NLU has identified specific faculty/staff members who are able to keep reports of sexual misconduct or relationship violence partially confidential if a victim or witness so wishes. These officials are required to report to the Title IX Coordinator that an incident has occurred and they must provide general details about the incident, but they are not required to disclose any personally identifiable information about the victim/reporting party. For a list of partially confidential on-campus sources, please see nl.edu/sexualrespectandTitleIX.
   d. Confidential Disclosures: A victim or witness who wishes to keep the incident completely confidential can speak to someone at a local crisis and support center. Any information shared with an advocate or counselor at these agencies will not be shared or discussed with NLU officials and will not constitute a complaint or formal report. For a complete list of fully confidential sources where NLU has established a formal partnership please see nl.edu/sexualrespectandTitleIX.

2. Confidentiality While steps are taken to protect victims’ privacy and empower victims to pursue their chosen course of action, the University may be legally required to investigate an incident and take action to ensure the safety of the victim and the NLU community, whether or not a victim chooses to pursue a complaint. In cases indicating pattern, predation, threat, weapons and/or violence, the University will likely be unable to honor a request for confidentiality. In cases where the victim requests confidentiality and the circumstances allow the University to honor that request, the University will offer interim support and remedies to the victim and the community, but will not otherwise pursue formal action.
Formal reporting still affords privacy to the reporter, and only a small group of University officials who need to know will be told, including but not limited to: Title IX Coordinator, Student Conduct Officer, Threat Assessment Team and security personnel if needed. The circle of people with this knowledge will be kept as tight as possible in each case in order to preserve a reporting party’s rights and privacy.

3. Law Enforcement Reporting Options

Whether or not a victim chooses to make an official report to the University or law enforcement, s/he is encouraged to seek appropriate help, which includes medical attention, obtaining information, support and counseling.

a. Criminal Complaint: In addition to violating University policy, sexual misconduct may also constitute criminal activity. Every victim of sexual misconduct maintains the personal right to file criminal charges with the appropriate local law enforcement agency in addition or instead of filing an Incident Report within the University. The chances of a successful criminal investigation are greatly enhanced if evidence is collected and maintained immediately by law enforcement officers. Victims may discuss the matter with a law enforcement officer without making a formal criminal complaint or a formal University complaint. The Title IX Coordinator, Student Conduct Officer or another University official are available to assist victims in reporting a crime of sexual misconduct to law enforcement.

b. No Contact Order: Victims of domestic violence, sexual assault or stalking also have the right to obtain an Order of Protection or No Contact Order through the county court where either the victim or Responding Party resides, or the county in which the allegations occurred. NLU will assist victims to change their academic, transportation or on-campus work situations to avoid a hostile environment.

4. Federal Statistical Reporting Obligations

Certain University officials have a duty to report sexual assault, domestic violence, dating violence and stalking for federal statistical reporting purposes under the Clery Act. All personally identifiable information is kept confidential, but statistical information must be reported regarding the type of incident, date and its general location (on/off campus, no specific addresses given) for publication in the Annual Security Report. This report helps to provide the NLU community with a clear picture of the extent and nature of campus crime, to ensure greater community safety. This reporting protects the identity of the victim and may be done anonymously.

5. Timely Warning

Victims of sexual misconduct should also be aware that University administrators must issue immediate timely warnings for incidents reported to them that are confirmed to pose a substantial threat of bodily harm or danger to members of the NLU community. The University will make every effort to ensure that a victim’s name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the danger.

Investigation Procedures and Protocols

1. Working parallel to the Student Conduct or Human Resources Process, the Title IX Coordinator will:

   a. Evaluate which policy elements may have been violated, if any.

   b. Provide interim measures to the Complainant and the Responding Party to stop the alleged discriminatory conduct.

   c. Meet with Responding Party, Complainant, and witness(es) jointly with Student Conduct Officer or Office of Human Resources whenever possible.

   d. Review all credible evidence.

   e. Assess credibility of evidence, Responding Party, Complainant and witness statements.

   f. Render a finding based on the policy violation using the preponderance of evidence standard.

   g. Identify sanctions necessary to remediate the violation, recommend remediation and sanctioning to the Student Conduct Officer or Office of Human Resources. Sanctions must bring an end to the discriminatory conduct and prevent future reoccurrence of the discriminatory conduct.

   h. Remedies including but not limited to educational and developmental activities may be assigned to the Responding Party even if the Student Conduct Officer or Office of Human Resources is not filing formal charges.
i. Complete an investigative report that is distributed to the Responding Party and the Complainant at the same time.

j. The investigative report and evidence is filed in the student’s conduct file or the employee’s Human Resources file and within the Title IX office.

2. When the University is put on notice of alleged discriminatory behavior in violation of this policy, a full investigation is conducted by the Title IX Coordinator and a finding will be rendered within 60 days of the alleged incident. Extensions are granted under extremely rare circumstances or for severely complicated investigations.

Grievance and Adjudication Procedures

The process of formal review that will be followed by the University depends on the status of the Responding Party.

If the Responding Party is a student, the findings and remedies of the Title IX Investigation Report will be submitted to the Office of Student Experience, where formal charges may result per the Student Conduct Process. If the Responding Party is found Responsible, sanctions may include, but are not limited to, the remedies contained in the Title IX Investigation Report. (See Student Conduct Process policy for full details.)

If the Responding Party is an NLU faculty/staff member, the Human Resources Anti-Harassment Policy complaint procedure will be followed.

Regardless of the Responding Party’s status, the Title IX Investigation findings may result in assigned remedies, even if no formal charges are filed within the Student Conduct or Human Resources processes.

Per Title IX, the standard of evidence in all sexual misconduct fact-finding and related proceedings will be Preponderance of Evidence, or the “more likely than not” standard. A copy of the decided course of action will be kept on file in the Title IX Coordinator’s Office. Either involved party may, at that time, file an appeal with the appropriate appeal system if they wish to contest the action.

Formal review processes should be completed within 60 business days of the University receiving notice of the incident. Informal review processes, such as mediation, are never appropriate in sexual misconduct cases.

Prevention and Education and Training

NLU will provide training on sexual misconduct prevention, reporting and response for all Responsible Employees and students through various platforms. Training is required of all Responsible Employees and will be provided online to faculty and staff at time of hire. Students will be offered online training at the time of New Student Orientation. Continuous training events and programming will be held virtually and on various campuses throughout the year for the NLU community. Those University officials with increased duties of response, advocacy and confidentiality will be required to attend additional training.

Consensual Relationships

National Louis University does not encourage romantic or sexual relationships between a faculty or staff member and a student prior to graduation from their final NLU degree. Such relationships are prohibited in circumstances in which one of the individuals is in a position of direct professional power over the other.

A professional power relationship is defined as a faculty member having the authority to assign grades, or a supervisor having input into the evaluation of work performance, promotion or tenure. A faculty or staff member will also be treated as having such direct power in other circumstances, e.g. when serving on a thesis, dissertation, scholarship or awards committees, or in matters of admissions and advisement.

Additional Resources

Persons who experience unwelcome sexual behavior or violence may respond to the experience in many different ways, including feeling confused, vulnerable, out of control, embarrassed, angry or depressed. If you or someone you know has been a victim of sexual misconduct in any form, resources are available at nl.edu/sexualrespectandTitleIX.

Policy on Substance Abuse

Drug-Free Schools and Communities Act of 1989

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 receiving prescription medications from a physician must have a prescription in their
possession. Students 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.

The United States Congress 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.

National Louis University is committed to maintaining a drug-free environment for students. Disciplinary sanctions that National Louis University may impose for violations of University policies are found under the Student Conduct Process section of this Student Guidebook. Any students who would like to receive additional information or confidential assistance may contact the Office of Student Experience at 888.658.8632, x.3568.

Policy on 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 Conduct Process (p. 68) and/or disciplinary action by the civil authorities.

Policy on Violence and Threats of Violence

National Louis University strives to maintain an environment that is free from intimidation, threats (direct or implied) or violent acts. The University maintains a zero tolerance policy for any violence on the University premises or in connection with the University’s programs and activities. Violence includes physically harming another person or oneself, shoving, pushing, intimidation, coercion, making threats of violence or self-harm, as well as the carrying of or use of weapons. Any object, regardless of its nature or intended purpose, is considered a weapon when used in a threatening or violent manner.

**Procedure**

Individuals who believe they have been subject to any of the behaviors listed above or who observe or have knowledge of a violation of this policy must immediately report the incident: if the violence or threat is imminent, individuals should notify emergency personnel; if the violence or threat is not imminent, individuals should submit an Incident Report at nl.edu/letusknow. Anyone who threatens or displays violence on campus may be subject to immediate discharge without prior notice. Likewise, anyone found to have brought charges of violence by another University community member in bad faith will be considered in violation of this policy and therefore subject to immediate disciplinary action, up to and including expulsion. All threats of violence are considered credible and serious and will be thoroughly investigated. To the greatest extent possible, the confidentiality of an individual who reports a threat of violence will be maintained. Anyone who fails to report such threats may also be subject to disciplinary action under this policy.

**Policy on Student Conduct Process**

The Office of Student Experience assumes formal responsibility for issues of student conduct. This includes:

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

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 Student Conduct Process provides opportunity for students to:

1. Reassess those aspects of their personal behavior that necessitated University intervention.
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 student conduct experience. Such a program requires a positive regard for the welfare of the individual student and a rational commitment to resolving student conduct situations in a constructive and educational manner. Additionally, sanctions may be imposed as an expression of the community’s interest in achieving a positive living and learning environment.
**Process Overview**

When the University receives an Incident Report that names a student as its subject (Responding Student), the following process is initiated:

1. The Office of Student Experience reviews the Incident Report and meets with all involved parties to investigate the incident. This may include the reporting party, the Responding Student and any witnesses who may have information related to the incident. For incidents involving sexual misconduct or relationship violence, the Title IX Coordinator also conducts an investigation that informs the student conduct process (please see Sexual Misconduct and Relationship Violence policy).

2. At any point during the Student Conduct Process, the Office of Student Experience may place interim restrictions or requirements on a Responding Student or other involved parties to ensure the safety and security of the campus community. These actions include, but are not limited to, no contact orders, limiting presence on campus or modifications to class attendance. In situations where temporary suspension is recommended, the decision rests with the Vice President of Student Services.

3. During investigative interviews, the Office of Student Experience provides the Responding Student with a copy of the Incident Report and explains the Student Conduct Process to all involved parties.

4. As soon as possible following the completion of the investigation, the Office of Student Experience communicates in writing via NLU email to notify the Responding Student of whether formal charges will result from the alleged behavior.

5. If no formal charges result, the Student Conduct Process is complete and this incident does not constitute a student conduct record for the Responding Student.

6. If formal charges result, the written communication shall include:

   a. A description of the alleged misconduct.
   b. Specific provisions of University policy that are alleged to have been violated.
   c. Directions and deadline to the Responding Student regarding his/her choice to plead Responsible or Not Responsible for each alleged violation.

7. If a student is charged with an alleged violation, one of the following will be used to review his/her case:

   a. **Administrative Action**: If the Responding Student assumes Responsibility for the violation(s), the Office of Student Experience reviews the case and may impose sanctions.
   b. **Student Conduct Hearing**: If the Responding Student does not assume Responsibility for the alleged violation(s), the Office of Student Experience will convene a Student Conduct Hearing Committee. The Student Conduct Hearing Committee is comprised of an Office of Student Experience staff member (serves as hearing administrator) and two trained faculty/staff members of the Student Conduct Hearing Board.

**Student Rights and Procedural Considerations**

The following guidelines are designed to determine, without bias, what is best for the student and for the Responding Student and for the NLU community. The following guidelines pertain:

1. The Responding Student is entitled to a Student Conduct Hearing if the matter cannot be resolved through Administrative Action. The hearing shall be held in not less than 5, nor more than 15 business days from the date of the charge notification, unless the Responding Student expressly waives all or part of the notice period or a continuance is granted by the Office of Student Experience.

2. The Responding Student will be notified of the time and place of the hearing at least 5 business days prior to the hearing date. At the time of this notification, the Office of Student Experience will provide the names of available witnesses and any available evidence to the Responding Student. If the Responding Student wishes to bring witnesses to the hearing, the Responding Student must provide the names of witnesses and any related materials within 48 hours of the date of the hearing. All individuals who participate as witnesses must submit a written statement as directed by the Office of Student Experience. The number of witnesses permitted to attend any hearing is at the discretion of the hearing administrator.

3. The Responding Student may challenge the participation of any member of the Student Conduct Hearing Committee for good and substantial reasons, but the member’s continuation is at the discretion of the hearing administrator conducting the hearing.
4. The Responding Student may appear in person and present evidence in his/her defense. If the Responding Student does not attend, the hearing body may proceed in his/her absence and shall note the absence without prejudice.

5. The Responding Student may be assisted during the hearing by an advocate of his/her choosing. 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 hearing administrator.

6. All proceedings are closed to the public. Persons in attendance shall be limited to members of the hearing body, Complainant, Responding Student, Complainant’s advocate, Responding Student’s advocate, witnesses and Title IX Coordinator where appropriate. All persons involved in a proceeding shall agree to hold information related to the student conduct case confidential.

7. Hearing bodies should determine whether the Responding Student is Responsible or Not Responsible for each alleged violation. The decision of the hearing body shall be made only on the basis of statements and evidence relevant to the case. The standard of review used to reach a decision is preponderance of evidence, or “more likely than not.” Decisions of the hearing body will be determined by simple majority. If a determination of Responsible results, the Responding Student’s past offenses or other relevant information may be considered for purposes of determining sanctions.

8. The Responding Student and Complainant are each entitled to written notice of the results of the Student Conduct Hearing sent via NLU email within 10 business days of the hearing date.

9. An audio recording of the Student Conduct Hearing shall be made by the hearing administrator and filed in the Office of Student Experience. The Responding Student may request access to the audio recording.

**Format of Student Conduct Hearing**

Procedural aspects of the hearing are at the discretion of the hearing body, inclusive of the Student Rights and Procedural Considerations above and the hearing elements listed in (a)-(h).

a. The charges stated and the case presented by the hearing administrator.

b. A statement made by the Complainant.

c. A statement made by the Responding Student.

d. A statement made by the witnesses, if appropriate.

e. Questions are asked by members of the Student Conduct Hearing Committee. If the Complainant or Responding Student has questions during the proceeding, the questions will be submitted in writing to the hearing administrator. The hearing administrator will read questions submitted by the Complainant or Responding Student.

f. Any final statements made by the Complainant.

g. Closing statements made by the hearing administrator notifying hearing body of deliberation instructions and notifying involved parties of decision timeline.

**Sanctions**

The following sanctions may be imposed upon students found Responsible for 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 student conduct record in future student conduct 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 separation from the University.

6. Dismissal: a permanent separation from the University.

7. Other: at the discretion of the hearing body, or a senior administrator of the University.

Note: Sanction #5-6 shall be imposed only by the President.
**Right of Appeal**

In situations where there occurred a clear error in finding or an unduly harsh sanction, an appeal may be made by submitting a written request within 10 business days of the notification of the decision. This appeal should be made to the Vice President of Student Services, 122 S. Michigan Avenue, Chicago, IL 60603, who will review the request within 10 business days of the appeal. The Vice President for Student Services makes a decision during the review whether to uphold the decision or to further hear the case. The Vice President of Student Service’s decision is final.

**Records of Student Conduct Matters**

All student conduct records are kept in the Office of Student Experience. This information is not recorded on academic transcripts, nor released to any persons outside the University except when authorized by the student involved or when under legal compulsion.

Records of student conduct actions are maintained for 7 years from the date the incident was reported.

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, the Responding Student may challenge the participation of the official or University office for good and substantial reasons. The challenged member’s continuation is at the discretion of the Vice President of Student Services. Alternate representatives may include the Office of Student Experience, the University Ombudsman, Provost’s Office, 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.
DEGREES OFFERED

Baccalaureate Degrees
Applied Behavioral Sciences, B.A. (p. 77)
Applied Communications, B.A. (p. 79)
Business Administration, B.A. (p. 80)
Criminal Justice, B.A. (p. 84)
Early Childhood Education, B.A. (p. 111)
Early Childhood Practice, B.A. (p. 113)
Elementary Education, B.A. (p. 114)
Health Care Leadership, B.S. (p. 86)
Human Services, B.A. (p. 87)
Human Services/Psychology, B.A. (p. 89)
Liberal Arts Studies, B.A. (p. 90)
Management, B.S. (p. 91)
Management Information Systems, B.S. (p. 93)
Psychology, B.A. (p. 94)
Social Science, B.A. (p. 96)
Special Education, B.A. (p. 117)

Master's Degrees
Administration and Supervision, M.Ed. (p. 122)
Business Administration, M.B.A. (p. 104)
Counseling, M.S. (p. 100)
Curriculum and Instruction, M.Ed. (p. Error! Bookmark not defined.)
Early Childhood Administration, M.Ed. (p. 131)
Early Childhood Education, M.A.T. (p. 132)
Educational Psychology, M.Ed. (p. 135)
Elementary Education, M.A.T. (p. 136)
General Special Education, M.Ed. (p. 139)
Health Services Administration, M.H.A. (p. 102)
Human Resource Management and Development, M.S. (p. 103)
Language and Literacy Education, M.Ed. (p. 140)
Mathematics Education, M.Ed. (p. 141)
Psychology, M.A. (p. 104)
Public Policy and Administration, M.A. (p. 105)

Doctoral Degrees
Community Psychology, Ph.D. (p. 99)
Curriculum, Advocacy and Policy, Ed.D. (p. 161)
Disability and Equity in Education, Ed.D. (p. 162)
Educational Leadership, Ed.D. (p. 163)
Educational Psychology/Human Learning and Development, Ed.D. (p. 165)
Reading, Language and Literacy, Ed.D. (p. 166)
School Psychology, Ed.D. (p. 167)
CERTIFICATES AND ADVANCED STUDY PROGRAMS

Certificates
Forensic Mental Health, Post-Baccalaureate Certificate (p. 102)
General Psychology, Post-Baccalaureate Certificate (p. 102)
Health Psychology, Post-Baccalaureate Certificate (p. 102)
Human Development Psychology, Post-Baccalaureate Certificate (p. 103)
Leadership, Post-Baccalaureate Certificate (p. 103)
Organizational Psychology, Post-Baccalaureate Certificate (p. 104)
Psychological Assessment, Post-Baccalaureate Certificate (p. 104)

Educational Specialist Degrees
Administration and Supervision, Ed.S. (p. 122)
Reading and Language, Ed.S. (p. 144)
School Psychology, Ed.S. (p. 145)
NON-DEGREE ENDORSEMENT OFFERINGS

Bilingual Education Endorsement (p. 168)
Director of Special Education Endorsement (p. 169)
Early Childhood Education Subsequent Teaching
Endorsement (p. 169)
Early Childhood Special Education Endorsement (p. 170)
Elementary Education Subsequent Teaching
Endorsement (p. 170)
English as a Second Language Endorsement (p. 171)
Learning Behavior Specialist I (LBS I) Endorsement
(p. 171)
Learning Behavior Specialist II (LBS II) Endorsement
(p. 172)
Reading Teacher Endorsement (p. 172)
School Counseling Endorsement (p. 173)
Secondary Education Subsequent Teaching
Endorsement (p. 174)
Special Education Subsequent Teaching
Endorsement (p. 176)
Superintendent Credential (p. 177)
Teacher Leader Endorsement (p. 177)
General Education Philosophy

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

Integrated Competencies

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

Information and Technology Literacy

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

Analytical Skills

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

Ethics, Values and Respect for Human Diversity

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

Fields of Knowledge

1. Communications

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

Appropriate coursework or experiences:
Oral and written communications

2. Humanities

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

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

3. Fine Arts

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

Appropriate coursework or experiences:
Art, music, theatre

4. Quantitative Reasoning

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

Appropriate coursework or experiences:
Mathematics/statistics, research methods

5. Physical and Life Sciences

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

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

6. Social Sciences

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

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

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

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

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

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

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

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

The College of Professional Studies and Advancement (CPSA) provides current and aspiring professionals with the innovative and relevant education, hands-on experience, and personalized guidance necessary to advance their careers and to improve their own lives and the lives of others.

IACBE Accreditation

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

- Bachelor of Science in Health Care Leadership (p. 86)
- Bachelor of Science in Management (p. 91)
- Bachelor of Science in Management Information Systems (p. 93)
- Master of Business Administration (p. 104)
- Master of Health Administration in Health Services Administration (p. 102)
- Master of Science in Human Resource Management and Development (p. 103)

College of Professional Studies and Advancement Undergraduate

University General Education Requirements

All undergraduate students must complete the General Education Core Requirements (p. 75).

Admission Requirements

Requirements for admission to the College of Professional Studies and Advancement are the same as those for admission to National Louis University (p. 13). Specific programs, however, may have additional admission requirements.

Transfer Credit Policy

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

Academic Standards

Students enrolled in the CPSA undergraduate programs will be monitored continuously to ensure compliance with program academic standards, as outlined in the Policies section (p. 26) of this catalog.

Applied Behavioral Sciences, B.A.

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

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

Program Details:

- Requires 180 QH, including 60 QH of General Education (p. 75), for completion
- Requires a minimum of 90 QH of previous college credit to be admitted
- Up to 60 QH of technical credit may be transferred
- Credit by examination, portfolio and proficiency are accepted for general education and elective credit
- The program core must be taken at NLU
- Students may complete a minor or concentration, listed below

Minors:

- Art (p. 204)
- Criminal Justice (p. 198)
- English (p. 205)
- Mathematics (p. 205)
- Psychology (p. 205)
- Psychology/Human Development (p. 207)
• Science (p. 207)
• Social Science (p. 208)

Concentrations:
• Aging Studies (p. 235)
• Public Policy (p. 235)
• International Management (p. 235)
• Leadership (p. 235)
• Entrepreneurship (p. 236)

Required Courses

Communications
One written communications course and one oral communications course

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>LAE 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>LAE 202</td>
<td>Effective Speaking</td>
<td>5</td>
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Humanities

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<th>Course</th>
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<tbody>
<tr>
<td>LAH 120</td>
<td>Logic and Effective Thinking</td>
<td>5</td>
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</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in humanities.

Fine Arts

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<tr>
<th>Course</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>LAA 101</td>
<td>Art Appreciation I</td>
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</tr>
<tr>
<td>LAA 102</td>
<td>Art Appreciation II</td>
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Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in fine arts.

Quantitative Reasoning

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<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>LAM 106</td>
<td>Basic Statistics</td>
<td>5</td>
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<td>or</td>
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<tr>
<td>LAM 110</td>
<td>College Mathematics: Application of Mathematical Ideas</td>
<td>5</td>
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</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any college level mathematics, statistics, or quantitative research methods course.

Physical and Life Sciences

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<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>LAN 110</td>
<td>General Biology</td>
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<td>or</td>
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<tr>
<td>LAN 150</td>
<td>Survey of Physical Science</td>
<td>5</td>
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<tr>
<td>or</td>
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<tr>
<td>LAN 225</td>
<td>Human Impact on the Environment</td>
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Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in physical and life sciences.

Social Sciences

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<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>LAS 118</td>
<td>Introduction to Politics and U.S. Government</td>
<td>5</td>
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<tr>
<td>or</td>
<td></td>
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<tr>
<td>LAS 203</td>
<td>Survey of U.S. History</td>
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</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in social sciences.

Behavioral Science

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<th>Title</th>
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</thead>
<tbody>
<tr>
<td>LAP 100</td>
<td>General Psychology</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in behavioral sciences.

Additional General Education

Choose additional coursework in any general education area or other courses consistent with the integrated general education competencies of information and technology literacy, analytical skills, and ethics, values, and respect for human diversity (including Student Success courses) to bring total general education courses to 60 quarter hours.

Program Core - 58 QH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 430</td>
<td>Methods of Inquiry in the Behavioral Sciences</td>
<td>5</td>
</tr>
<tr>
<td>INT 431</td>
<td>Independent Inquiry in the Behavioral Sciences</td>
<td>2</td>
</tr>
<tr>
<td>LIBR 300</td>
<td>Library Research for the Social Sciences</td>
<td>2</td>
</tr>
<tr>
<td>LAH 305</td>
<td>Philosophy of Values and Ethics</td>
<td>5</td>
</tr>
<tr>
<td>LAP 300</td>
<td>Adult Development and Learning Assessment</td>
<td>5</td>
</tr>
<tr>
<td>LAS 309</td>
<td>Critical Thinking and Writing for Social and Behavioral Sciences</td>
<td>2</td>
</tr>
<tr>
<td>LAS 331</td>
<td>Dynamics of Group Behavior</td>
<td>5</td>
</tr>
<tr>
<td>LAP 340</td>
<td>Effective Interpersonal Relationships</td>
<td>5</td>
</tr>
<tr>
<td>LAS 406</td>
<td>Leadership in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>LAS 407</td>
<td>Applied Communication in Society</td>
<td>5</td>
</tr>
<tr>
<td>LAS 426</td>
<td>Multicultural Dimensions</td>
<td>5</td>
</tr>
<tr>
<td>LAS 430</td>
<td>Economic Issues in Global Perspective</td>
<td>5</td>
</tr>
<tr>
<td>LAS 431</td>
<td>Managerial and Supervisory Behavior</td>
<td>5</td>
</tr>
</tbody>
</table>
LAS 435 Senior Seminar: Integrating the Applied Behavioral Sciences 2

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

For more information about this program, visit http://www.nl.edu/academics/socialbehavioralsciencesbacelors/baappliedbehavioralsciences/

Applied Communications, B.A.

NLU’s Bachelor of Arts in Applied Communications degree is designed to prepare graduates to work in the field of communications or to communicate better in any professional field. Offered in a convenient online format, enriched with a series of face-to-face workshops, the program is appropriate for traditional-aged learners and working-adults alike.

Program Details:
• Requires 180 QH, including 60 QH of General Education, for completion
• Requires a minimum grade of “C” in all major courses
• Credit by examination, portfolio and proficiency are accepted for general education and elective credit
• Requires ECT – English Competency Test OR completing LAE 101 and LAE 102 at NLU with a grade of “C” or better
• Students may complete a minor or concentration, listed below

Minors:
• Criminal Justice (p. 198)
• Psychology (p. 205)
• Psychology/Human Development (p. 207)
• Social Science (p. 208)

Concentration:
• Entrepreneurship (p. 236)

Required Courses
Student Success Seminar
GEN 103 Student Success Seminar 1-Enhanced 4

Note: GEN 103 may be waived, upon student request, for students who (1) enter NLU with an associate’s degree or 90 or more quarter credit hours of transfer credit; and (2) have maintained a cumulative GPA of 3.000 or above in their previous undergraduate studies. Students will be required to complete or transfer in additional coursework in general education to meet the 60-quarter credit hour requirement.

Communications
LAE 101 English Composition I 5
LAE 102 English Composition II 5
LAE 202 Effective Speaking 5

Humanities
LAH 120 Logic and Effective Thinking 5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in humanities.

Fine Arts
LAA 101 Art Appreciation I 2
LAA 102 Art Appreciation II 3

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in fine arts.

Quantitative Reasoning
LAM 106 Basic Statistics 5
LAM 110 College Mathematics: Application of Mathematical Ideas 5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any college-level mathematics course instead of LAM 110. LAM 106 must be completed at NLU or an equivalent course may be transferred.

Physical and Life Sciences
LAN 110 General Biology 5
or
LAN 150 Survey of Physical Science 5
or
LAN 225 Human Impact on the Environment 5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in physical and life sciences.

Social Sciences
LAS 118 Introduction to Politics and U.S. Government 5
LAS 203 Survey of U.S. History 5
Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in social sciences.

Behavioral Science
LAP 100 General Psychology 5
Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in behavioral sciences.

Core Courses - 75 QH
COM 104 Connected World 5
COM 105 Writing in a Digital Age 5
COM 106 The Influence of Culture on Communication 5
COM 204 Multigenerational Workforce Communication 5
COM 205 Social Media Networking 5
COM 206 Professional Communication: Writing, Speaking and Creating for Success 5
COM 207 Contemporary Media Communications 5
COM 304 The Art of Persuasion 5
COM 305 Speak Up 5
COM 306 Organizational Communication and Conflict Management 5
COM 404 Legal and Ethical Communications 5
COM 405 Innovation from the Inside 5
COM 406 Public Relations for the 21st Century 5
COM 407 Modern Advertising 5
COM 485A WS/Sell Me 1
COM 485B WS/You Want it When 1
COM 485C WS/Go Beyond 1
COM 485D WS/Effective Delivery 1
COM 496 Senior Portfolio Capstone 1

Electives - 45 QH
Choose additional courses to total 180 QH. These hours may be used to complete the minors listed above.

Business Administration, B.A.
NLU has three different options for earning the Bachelor of Arts in Business Administration degree.

The Business Administration, B.A., degree completion program (p. 80) will be appropriate for most students.

The Business Administration, B.A., degree completion program with accounting concentration (p. 82) is also available.

The Business Administration, B.A., four-year program (p. 84) is not currently offered in the United States.

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

In addition to the College of Professional Studies and Advancement Undergraduate Admission Requirements (p. 77), students must fulfill the following requirements to start this program:

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

Program Details:
- Requires 180 QH, including 60 QH of General Education (p. 75), for completion
- Credit by examination, proficiency and portfolio are accepted for general education and elective credit
- The Business Administration Core must be taken at NLU
• Students may complete a minor or concentration, listed below

**Minor:**
• Criminal Justice (p. 198)

**Concentrations:**
• Public Policy (p. 235)
• Entrepreneurship (p. 236)

**Required Courses**

**Student Success Seminar**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 103</td>
<td>Student Success Seminar 1-Enhanced</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: GEN 103 may be waived, upon student request, for students who (1) enter NLU with an associate’s degree or 90 or more quarter credit hours of transfer credit; and (2) have maintained a cumulative GPA of 3.000 or above in their previous undergraduate studies. Students will be required to complete or transfer in additional coursework in general education to meet the 60-quarter credit hour requirement.

**Communications**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAE 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>LAE 102</td>
<td>English Composition II</td>
<td>5</td>
</tr>
<tr>
<td>LAE 202</td>
<td>Effective Speaking</td>
<td>5</td>
</tr>
</tbody>
</table>

**Humanities**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAH 120</td>
<td>Logic and Effective Thinking</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in humanities.

**Fine Arts**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA 101</td>
<td>Art Appreciation I</td>
<td>2</td>
</tr>
<tr>
<td>LAA 102</td>
<td>Art Appreciation II</td>
<td>3</td>
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</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in fine arts.

**Quantitative Reasoning**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAM 106</td>
<td>Basic Statistics</td>
<td>5</td>
</tr>
<tr>
<td>LAM 110</td>
<td>College Mathematics: Application of Mathematical Ideas</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any college-level mathematics course instead of LAM 110. LAM 106 must be completed at NLU or an equivalent course may be transferred.

**Physical and Life Sciences**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAN 110</td>
<td>General Biology</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td>Survey of Physical Science</td>
<td>5</td>
</tr>
<tr>
<td>LAN 150</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>LAN 225</td>
<td>Human Impact on the Environment</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in physical and life sciences.

**Social Sciences**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS 118</td>
<td>Introduction to Politics and U.S. Government</td>
<td>5</td>
</tr>
<tr>
<td>LAS 203</td>
<td>Survey of U.S. History</td>
<td>5</td>
</tr>
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</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in social sciences.

**Behavioral Science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
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</thead>
<tbody>
<tr>
<td>LAP 100</td>
<td>General Psychology</td>
<td>5</td>
</tr>
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</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in behavioral sciences.

**Business Support Requirements - 36 QH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 101</td>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>MGT 150</td>
<td>Introduction to Computer Applications</td>
<td>4</td>
</tr>
<tr>
<td>MGT 120</td>
<td>Accounting Principles I</td>
<td>4</td>
</tr>
<tr>
<td>MGT 121</td>
<td>Accounting Principles II</td>
<td>4</td>
</tr>
<tr>
<td>MGT 122</td>
<td>Accounting Principles III</td>
<td>4</td>
</tr>
<tr>
<td>MGT 204</td>
<td>Business Law I</td>
<td>4</td>
</tr>
<tr>
<td>MGT 302</td>
<td>Principles of Management and Supervision</td>
<td>4</td>
</tr>
<tr>
<td>MGT 300</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MGT 301</td>
<td>Principles of Finance</td>
<td>4</td>
</tr>
</tbody>
</table>

**Computer Elective - 4 QH**

Choose one Computer Elective (p. 240) course

**Business Electives - 12 QH**

Choose three Business Elective (p. 240) courses

**Business Administration Core - 49 QH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 407</td>
<td>Advanced Business Writing</td>
<td>4</td>
</tr>
<tr>
<td>MGT 408</td>
<td>Contemporary Issues in International Management</td>
<td>4</td>
</tr>
<tr>
<td>TO</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>MGT 409</td>
<td>Issues in Consumer Behavior</td>
<td>4</td>
</tr>
</tbody>
</table>
MGT 414  Business Research Methods  Communication  4
MGT 418  Concepts and Applications in  Financial Management  4
MGT 428  Ethical Issues in Business and  Management  4
MGT 434  Accounting and Budgeting for  Managers  4
MGT 438  Information Management Systems  4
MGT 451  Quantitative Methods for  Managers  5
MGT 400  Business Strategy  4
MGT 481  Advanced Concepts in Operations  Management  4
MGT 454  Project Management  4

Note: MGT 408 must be taken for 4 quarter hours.

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

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

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

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

In addition to the College of Professional Studies and Advancement Undergraduate Admission Requirements (p. 77), students must fulfill the following requirements to start this program:

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

Program Details:
• Requires 225 QH, including 60 QH of General Education (p. 75), for completion
• Credit by examination, proficiency and portfolio are accepted for general education and elective credit
• The Business Administration Core must be taken at NLU
• Students may complete a minor in Criminal Justice (p. 198) or concentration in Public Policy (p. 235)

Required Courses
Student Success Seminar
GEN 103  Student Success Seminar 1-Enhanced  4

Note: GEN 103 may be waived, upon student request, for students who (1) enter NLU with an associate’s degree or 90 or more quarter credit hours of transfer credit; and (2) have maintained a cumulative GPA of 3.000 or above in their previous undergraduate studies. Students will be required to complete or transfer in additional coursework in general education to meet the 60-quarter credit hour requirement.

Communications
LAE 101  English Composition I  5
LAE 102  English Composition II  5
LAE 202  Effective Speaking  5

Humanities
LAH 120  Logic and Effective Thinking  5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in humanities.

Fine Arts
LAA 101  Art Appreciation I  2
LAA 102  Art Appreciation II  3

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in fine arts.
Quantitative Reasoning

LAM 106 Basic Statistics 5
LAM 110 College Mathematics: Application of Mathematical Ideas 5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any college-level mathematics course instead of LAM 110. LAM 106 must be completed at NLU or an equivalent course may be transferred.

Physical and Life Sciences

LAN 110 General Biology 5
or
LAN 150 Survey of Physical Science 5
or
LAN 225 Human Impact on the Environment 5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in physical and life sciences.

Social Sciences

LAS 118 Introduction to Politics and U.S. Government 5
LAS 203 Survey of U.S. History 5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in social sciences.

Behavioral Science

LAP 100 General Psychology 5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in behavioral sciences.

Business Support Requirements - 36 QH

MGT 101 Introduction to Business 4
MGT 150 Introduction to Computer Applications 4
MGT 120 Accounting Principles I 4
MGT 121 Accounting Principles II 4
MGT 122 Accounting Principles III 4
MGT 204 Business Law I 4
MGT 302 Principles of Management and Supervision 4
MGT 300 Principles of Marketing 4
MGT 301 Principles of Finance 4

Computer Elective - 4 QH

Choose one Computer Elective (p. 240) course

Business Electives - 12 QH
Choose three Business Elective (p. 240) courses

Business Administration Core - 49 QH

MGT 407 Advanced Business Writing 4
MGT 408 Contemporary Issues in International Management TO 5
MGT 409 Issues in Consumer Behavior 4
MGT 414 Business Research Methods Communication 4
MGT 418 Concepts and Applications in Financial Management 4
MGT 428 Ethical Issues in Business and Management 4
MGT 434 Accounting and Budgeting for Managers 4
MGT 438 Information Management Systems 4
MGT 451 Quantitative Methods for Managers 5
MGT 400 Business Strategy 4
MGT 481 Advanced Concepts in Operations Management 4
MGT 454 Project Management 4

Note: MGT 408 must be taken for 4 quarter hours.

Accounting Concentration - 54 QH

MGT 420 Advanced Accounting 4
MGT 432 Advanced Business Law 4
MGT 370 International Accounting 4
MGT 427 Advanced Cost Accounting 4
MGT 412 Organizational Behavior 4
MGT 454 Project Management 4
MGT 405 Accounting Information Systems 4
MGT 404 Diversity in the Workplace TO 5
MGT 371 International Finance 4
MGT 495 Special Topic TO 6

Notes: MGT 495 Special Topics can be taken in other areas of Accounting as needed to bring the total number of credits in Accounting to 54 QH. MGT 404 must be taken for 4 quarter hours.

Electives - 19 QH
Choose elective courses to meet the minimum degree requirement of 225 QH
Business Administration, B.A. (four-year program)

The Business Administration four-year program offers NLU students the opportunity to develop a broad range of business skills built upon a solid liberal arts foundation. Business courses provide studies in accounting, finance, computer information systems, business law, and management, equipping students for a wide variety of career options and preparing students for graduate study.

Program Details:
- Requires 180 QH, including 60 QH of General Education (p. 75), for completion
- Credit by examination, proficiency and portfolio are accepted for general education and elective credit
- Three upper-level business administration courses, in addition to the Business Strategy course, must be completed at NLU
- Students may complete a concentration
- This program is not currently offered in the U.S.

Required Courses

Communications
LAE 101 English Composition I 5
LAE 102 English Composition II 5

Humanities
One Humanities course

Fine Arts
One Fine Arts course

Quantitative Reasoning
LAM 110 College Mathematics: Application of Mathematical Ideas 5
LAM 216 Statistical Methods 5

Note: A higher-level math course may be accepted in place of LAM 110.

Physical and Life Sciences
One Laboratory Science (p. 240) course

Social Sciences
The two required course below and one additional undergraduate Social Science (p. 238) course
LAS 250 Macroeconomics 5
LAS 255 Microeconomics 5

Behavioral Science

LAP 100 General Psychology 5

Additional General Education Requirements
Finite Mathematics and one undergraduate Social Science (p. 238) course or one undergraduate Psychology (p. 237) course
LAM 214 Finite Mathematics 5

Business Administration Requirements - 48 QH
MGT 101 Introduction to Business 4
MGT 106 Applications of Business Writing 4
MGT 204 Business Law I 4
MGT 205 Business Law II 4
MGT 270 Survey of International Business 4
MGT 300 Principles of Marketing 4
MGT 302 Principles of Management and Supervision 4
MGT 303 Business Research and Communications 4
MGT 304 Business Ethics 4
MGT 305 Operations Management 4
MGT 307 Consumer Behavior 4
MGT 400 Business Strategy 4

Business Support Requirements - 62 QH
MGT 120 Accounting Principles I 4
MGT 121 Accounting Principles II 4
MGT 122 Accounting Principles III 4
MGT 150 Introduction to Computer Applications 4
MGT 220 Managerial Accounting 4
MGT 243 Office Information Systems 4
MGT 301 Principles of Finance 4
MGT 319 Money and Banking 4

Computer Elective - 4 QH
Choose one Computer Elective (p. 240) course

Business Elective - 4 QH
Choose one Business Elective (p. 240) course

Electives - 22 QH
Choose elective courses to meet the minimum degree requirement of 180 QH

Criminal Justice, B.A.

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

Program Details:

• Requires 180 QH, including 60 QH of General Education (p. 75), for completion
• Requires a minimum grade of “C” in Core and major courses
• Credit by examination, portfolio and proficiency are accepted for general education and elective credit
• Requires ECT – English Competency Test OR completing LAE 101 and LAE 102 at NLU with a grade of “C” or better
• Students must select a major in either Criminal Justice Administration OR Forensic Social Justice
• Students may complete a concentration in Entrepreneurship (p. 236)

Required Courses

Student Success Seminar

GEN 103  Student Success Seminar 1-Enhanced  4

Note: GEN 103 may be waived, upon student request, for students who (1) enter NLU with an associate’s degree or 90 or more quarter credit hours of transfer credit; and (2) have maintained a cumulative GPA of 3.000 or above in their previous undergraduate studies. Students will be required to complete or transfer in additional coursework in general education to meet the 60-quarter credit hour requirement.

Communications

LAE 101  English Composition I  5
LAE 102  English Composition II  5
LAE 202  Effective Speaking  5

Humanities

LAH 120  Logic and Effective Thinking  5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in fine arts.

Core Courses - 60 QH

CSJ 106  Law Enforcement  5
CSJ 107  Criminal Justice System  5
CSJ 205  Criminology  5
CSJ 206  Criminal Law and Procedure  5
CSJ 207  Punishment, Prisons and Corrections  5
CSJ 208  Courts and Criminal Justice  5
CSJ 209  Constitutional Law and Criminal Justice  5
CSJ 215  Juvenile Justice Systems  5
CSJ 352  Research Methods in Criminal Justice  5
CSJ 353  Criminal Investigations  5
CSJ 354  Sociology of Deviant Behavior for Criminal Justice Professionals  5
CSJ 355  Ethics, Diversity, and Professionalism in Criminal Justice  5

Criminal Justice Administration Major - 30 QH

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

CSJ 210  Community Policing  5
CSJ 211  Police Organization  5
CSJ 356  Criminal Justice Administration  5
CSJ 357  Probation and Parole  5
CSJ 465  Human Resources Development in Criminal Justice  5
CSJ 466  Comparative Criminal Justice Systems  5

Forensic Social Justice Major - 30 QH

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

HSC 202  Theory and Techniques of Crisis Intervention  5
HSM 406  Human Services and the Law  5
HSM 407  Violence and Aggression in the Family  5
HSM 417  Child Abuse and Neglect  5
LAP 306  Theories of Personality  5
LAP 307  Abnormal Psychology  5

Electives - 30 QH

Choose 30 QH of elective courses

Health Care Leadership, B.S.

This program, offered in both face-to-face and online-only formats, is designed to meet the needs of adult learners whose primary focus is the health care field. This program is particularly suited to health care professionals who possess essential clinical skills but wish to enhance their career opportunities by developing proficiencies in management, supervision, leadership and education. It is also open to those just embarking on their health care careers.

Program Details:

- Requires 180 QH, including 60 QH of General Education (p. 75), for completion
- A maximum of 60 QH of technical credit may be transferred
- Credit by examination, proficiency and portfolio are accepted for general education and elective credit
- The Health Care Leadership Core must be taken at NLU
- Students may complete a concentration, listed below

Concentrations:

Public Policy (p. 235)
Aging Studies (p. 235)
International Management (p. 235)
Leadership (p. 235)
Entrepreneurship (p. 236)

Required Courses

Communications

One written communications course and one oral communications course
LAE 101  English Composition I  5

and
LAE 202  Effective Speaking  5

Humanities

LAH 120  Logic and Effective Thinking  5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in humanities.

Fine Arts

LAA 101  Art Appreciation I  2
LAA 102  Art Appreciation II  3

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in fine arts.

Quantitative Reasoning

LAM 106  Basic Statistics  5
Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any college level mathematics, statistics, or quantitative research methods course.

**Physical and Life Sciences**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAN 110</td>
<td>General Biology</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td>LAN 150</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Survey of Physical Science</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>LAN 225</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Human Impact on the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environment</td>
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</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in physical and life sciences.

**Social Sciences**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS 118</td>
<td>Introduction to Politics</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td>LAS 203</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>U.S. History and Culture:</td>
<td></td>
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<tr>
<td></td>
<td>1898-2017</td>
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</tr>
</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in social sciences.

**Behavioral Science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 100</td>
<td>General Psychology</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in behavioral sciences.

**Additional General Education**

Choose additional coursework in any general education area or other courses consistent with the integrated general education competencies of information and technology literacy, analytical skills, and ethics, values, and respect for human diversity (including Student Success courses) to bring total general education courses to 60 quarter hours.

**Health Care Leadership Core - 58 QH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCL 300</td>
<td>Introduction to the Health Care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership Program</td>
<td>4</td>
</tr>
<tr>
<td>HCL 310</td>
<td>Professional Writing in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>HCL 315</td>
<td>Team Development in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>HCL 320</td>
<td>Educational Delivery &amp; Assessment in Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Care</td>
<td>5</td>
</tr>
<tr>
<td>HCL 330</td>
<td>Presentation Skills in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>HCL 335</td>
<td>Overview of Health Care Delivery</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCL 410</td>
<td>Health Care Supervision &amp; Human Resources</td>
<td>5</td>
</tr>
<tr>
<td>HCL 415</td>
<td>Financial and Physical Resource Administration</td>
<td>4</td>
</tr>
<tr>
<td>HCL 420</td>
<td>Ethical and Legal Issues in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>HCL 425</td>
<td>Health Care Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>HCL 430</td>
<td>Marketing of Health Care Services</td>
<td>4</td>
</tr>
<tr>
<td>HCL 440</td>
<td>Health Care Systems</td>
<td>4</td>
</tr>
<tr>
<td>HCL 450</td>
<td>Business Planning in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>MGT 436</td>
<td>Critical Thinking for Managers</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives - 62 QH**

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

---

**Human Services, B.A.**

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

Students who need to gain clinical experience may enter the Human Services/Practicum program (p. 184) with the permission of the Human Services Department.

**Program Details:**

- Requires a minimum GPA of 2.0 in all college coursework before beginning the Program Core
- Requires 180 QH, including 60 quarter hours of General Education (p. 75), for completion
- Requires a minimum grade of “C” in Human Services requirements
- Requires ECT – English Competency Test OR completing LAE 101 and LAE 102 at NLU with a grade of “C” or better
- Credit by examination, portfolio and proficiency are accepted for general education and elective credit
- A maximum of 45 QH of credit by portfolio are accepted
- Students may complete a minor in Criminal Justice (p. 198) or concentration in...
Entrepreneurship (p. 236)

Required Courses

Student Success Seminar

| GEN 103 | Student Success Seminar 1-Enhanced | 4 |

Note: GEN 103 may be waived, upon student request, for students who (1) enter NLU with an associate’s degree or 90 or more quarter credit hours of transfer credit; and (2) have maintained a cumulative GPA of 3.000 or above in their previous undergraduate studies. Students will be required to complete or transfer in additional coursework in general education to meet the 60-quarter credit hour requirement.

Communications

| LAE 101 | English Composition I | 5 |
| LAE 102 | English Composition II | 5 |
| LAE 202 | Effective Speaking | 5 |

Humanities

| LAH 120 | Logic and Effective Thinking | 5 |

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in humanities.

Fine Arts

| LAA 101 | Art Appreciation I | 2 |
| LAA 102 | Art Appreciation II | 3 |

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in fine arts.

Quantitative Reasoning/Math

| LAM 106 | Basic Statistics | 5 |
| LAM 110 | College Mathematics: Application of Mathematical Ideas | 5 |

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any college-level mathematics course instead of LAM 110. LAM 106 must be completed at NLU or an equivalent course may be transferred.

Physical and Life Sciences

| LAN 110 | General Biology | 5 |
| LAN 150 | Survey of Physical Science | 5 |

Note: HSC 503 should be taken for 5 quarter hours.

Choose Human Services electives with advisor approval

Electives - 15 QH
Choose 15 QH of elective courses

**Human Services/Psychology, B.A.**

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

**Program Details:**
- Requires 180 QH, including 60 hours of General Education (p. 75), for completion
- 10 QH of coursework in the Program Core must be upper level
- 10 QH of coursework in the Psychology Requirements must be upper level
- The 10 QH of upper level courses required in the Program Core must be taken at NLU
- The 10 QH of upper level courses required in the Psychology Core must be taken at NLU
- Of the 10 QH of Practicum required in the Program Core, 5 QH must be taken at NLU
- Requires a minimum grade of “C” in both Human Services and Psychology program requirements
- Requires ECT – English Competency Test OR completing LAE 101 and LAE 102 at NLU with a grade of "C" or better
- Credit by examination, portfolio and proficiency are accepted for general education and elective credit
- A maximum of 45 QH of credit by portfolio are accepted

**Required Courses**

**Student Success Seminar**

| GEN 103 | Student Success Seminar 1-Enhanced | 4 |

Note: GEN 103 may be waived, upon student request, for students who (1) enter NLU with an associate’s degree or 90 or more quarter credit hours of transfer credit; and (2) have maintained a cumulative GPA of 3.000 or above in their previous undergraduate studies. Students will be required to complete or transfer in additional coursework in general education to meet the 60-quarter credit hour requirement.

**Communications**

| LAE 101 | English Composition I | 5 |
| LAE 102 | English Composition II | 5 |
| LAE 202 | Effective Speaking | 5 |

**Humanities**

| LAH 120 | Logic and Effective Thinking | 5 |

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in humanities.

**Fine Arts**

| LAA 101 | Art Appreciation I | 2 |
| LAA 102 | Art Appreciation II | 3 |

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in fine arts.

**Quantitative Reasoning**

| LAM 106 | Basic Statistics | 5 |
| LAM 110 | College Mathematics: Application of Mathematical Ideas | 5 |

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any college-level mathematics course instead of LAM 110. LAM 106 must be completed at NLU or an equivalent course may be transferred.

**Physical and Life Sciences**

| LAN 110 | General Biology | 5 |
| or | |
| LAN 150 | Survey of Physical Science | 5 |
| or | |
| LAN 225 | Human Impact on the Environment | 5 |

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in physical and life sciences.

**Social Sciences**

| LAS 118 | Introduction to Politics and U.S. Government | 5 |
| LAS 203 | Survey of U.S. History | 5 |

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in social sciences.

**Behavioral Science**

| LAP 100 | General Psychology | 5 |
Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in behavioral sciences.

### Human Services Requirements - 35 QH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 102</td>
<td>Introduction to Applied Group Process</td>
<td>5</td>
</tr>
<tr>
<td>HSC 201</td>
<td>Principles and Dynamics of Interviewing</td>
<td>5</td>
</tr>
<tr>
<td>HSC 202</td>
<td>Theory and Techniques of Crisis Intervention</td>
<td>5</td>
</tr>
<tr>
<td>HSC 203</td>
<td>Principles of Family Intervention</td>
<td>5</td>
</tr>
<tr>
<td>INT 310</td>
<td>Research Methods in the Behavioral Sciences</td>
<td>5</td>
</tr>
<tr>
<td>HSM 481</td>
<td>Human Services Practicum I</td>
<td>5</td>
</tr>
<tr>
<td>HSM 482</td>
<td>Human Services Practicum II</td>
<td>5</td>
</tr>
</tbody>
</table>

Human Services Electives under Advisement - 15 QH

Choose Human Services electives with advisor approval

### Psychology Requirements - 20 QH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 306</td>
<td>Theories of Personality</td>
<td>5</td>
</tr>
<tr>
<td>LAP 307</td>
<td>Abnormal Psychology</td>
<td>5</td>
</tr>
<tr>
<td>LAP 330</td>
<td>Social Psychology</td>
<td>5</td>
</tr>
<tr>
<td>LAP 425</td>
<td>Mental Health</td>
<td>3 OR 5</td>
</tr>
</tbody>
</table>

Note: LAP 425 must be taken for 5 quarter hours.

### Developmental Psychology - 5 QH

Choose one Developmental Psychology course from the list below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 200</td>
<td>Psychology of Development in the Infant/Toddler Years</td>
<td>5</td>
</tr>
<tr>
<td>LAP 201</td>
<td>Psychology of Early Childhood</td>
<td>5</td>
</tr>
<tr>
<td>LAP 202</td>
<td>Psychology of Middle Childhood and Adolescence</td>
<td>5</td>
</tr>
<tr>
<td>LAP 300</td>
<td>Adult Development and Learning Assessment</td>
<td>5</td>
</tr>
<tr>
<td>LAP 303</td>
<td>Introduction to Psycholinguistics</td>
<td>5</td>
</tr>
<tr>
<td>LAP 315</td>
<td>Lifespan Development</td>
<td>5</td>
</tr>
<tr>
<td>LAP 441</td>
<td>Psychology of Artistic Expression</td>
<td>3 OR 5</td>
</tr>
<tr>
<td>LAP 442</td>
<td>Interpersonal Development</td>
<td>3 OR 5</td>
</tr>
<tr>
<td>LAP 450</td>
<td>Human Sexuality</td>
<td>3 OR 5</td>
</tr>
<tr>
<td>LAP 320</td>
<td>Psychological Assessment of the Young Child--Part I</td>
<td>2</td>
</tr>
</tbody>
</table>

### Liberal Arts Studies, B.A.

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

#### Program Details:

- Requires 180 QH, including 60 quarter hours of General Education (p. 75), for completion
- Requires a minimum grade of “C” in all courses
- Requires ECT – English Competency Test OR completing LAE 101 and LAE 102 at NLU with a grade of “C” or better
- Credit by examination and credit by proficiency are accepted for general education and elective credit
- Students must complete two majors OR one major and two minors, listed below

#### Majors:

- Anthropology (p. 183)
- Art (p. 184)
- English (p. 184)
- Mathematics (p. 186)
- Psychology (p. 186)
- Psychology/Human Development (p. 187)
- Science (p. 188)
- Social Science (p. 189)

#### Minors:

- Art (p. 204)
• English (p. 205)
• Mathematics (p. 205)
• Psychology (p. 205)
• Psychology/Human Development (p. 207)
• Science (p. 207)
• Social Science (p. 208)

Required Courses

Communications

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAE 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>LAE 102</td>
<td>English Composition II</td>
<td>5</td>
</tr>
</tbody>
</table>

Humanities

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAH 120</td>
<td>Logic and Effective Thinking</td>
<td>5</td>
</tr>
</tbody>
</table>

Fine Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA 110</td>
<td>Introduction to Art</td>
<td>2</td>
</tr>
<tr>
<td>LAU 110</td>
<td>Introduction to Music</td>
<td>2</td>
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</tbody>
</table>

Quantitative Reasoning

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAM 110</td>
<td>College Mathematics: Application of Mathematical Ideas</td>
<td>5</td>
</tr>
<tr>
<td>LAM 106</td>
<td>Basic Statistics</td>
<td>5</td>
</tr>
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<td>or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>LAM 216</td>
<td>Statistical Methods</td>
<td>5</td>
</tr>
</tbody>
</table>

Physical and Life Sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAN 110</td>
<td>General Biology</td>
<td>5</td>
</tr>
<tr>
<td>LAN 150</td>
<td>Survey of Physical Science</td>
<td>5</td>
</tr>
</tbody>
</table>

Social Sciences

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS 300</td>
<td>Contemporary World Cultures</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>and</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
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<tr>
<td></td>
<td>or</td>
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</tbody>
</table>

Addition General Education Requirements

One undergraduate English, Speech or Drama (p. 238) course (5 QH) and one additional Science (p. 237) course

Two Liberal Arts Majors - 90 QH

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

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

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

Management, B.S.

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

Program Details:

• Requires 180 QH, including 60 QH of General Education (p. 75), for completion
• A maximum of 60 QH of technical credit may be transferred
• Credit by examination, proficiency and portfolio are accepted for general education and elective credit
• The Management Core must be taken at NLU
• Students may complete a minor or concentration, listed below

Minor:
Criminal Justice (p. 198)

Concentrations:
Public Policy (p. 235)
International Management (p. 235)
Leadership (p. 235)
Aging Studies (p. 235)
Entrepreneurship (p. 236)

Required Courses

Communications
One written communications course and one oral communications course
LAE 101 English Composition I 5
and
LAE 202 Effective Speaking 5

Humanities
LAH 120 Logic and Effective Thinking 5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in humanities.

Fine Arts
LAA 101 Art Appreciation I 2
LAA 102 Art Appreciation II 3

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in fine arts.

Quantitative Reasoning
LAM 106 Basic Statistics 5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any college level mathematics, statistics, or quantitative research methods course.

Physical and Life Sciences
LAN 110 General Biology 5
or
LAN 150 Survey of Physical Science 5
or
LAN 225 Human Impact on the Environment 5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in physical and life sciences.

Social Sciences

LAS 118 Introduction to Politics and U.S. Government 5
or
LAS 203 Survey of U.S. History 5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in social sciences.

Behavioral Science

LAP 100 General Psychology 5

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in behavioral sciences.

Additional General Education

Choose additional coursework in any general education area or other courses consistent with the integrated general education competencies of information and technology literacy, analytical skills, and ethics, values, and respect for human diversity (including Student Success courses) to bring total general education courses to 60 quarter hours.

Management Core - 51 QH

MGT 403 Introduction to BSM/BSMIS 1
MGT 478 Managerial Assessment 3
MGT 410 Management and Supervision 4
MGT 431 Communication Skills for Managers 4
MGT 479 Management Development Practicum 1
MGT 412 Organizational Behavior 4
MGT 436 Critical Thinking for Managers 4
MGT 458 Marketing for Managers 4
MGT 416 Information Systems Concepts 4
MGT 430 Communication in Organizations 4
MGT 454 Project Management 4
MGT 444 Financial Decision Making 4
MGT 452 Legal and Ethical Principles in Management 4
MGT 482 Strategic Management 4

Note: MGT 479 must be taken for a total of 3 quarter hours.

Electives - 69 QH

Choose elective courses to meet the minimum degree requirement of 180 QH. The courses below are recommended:
Management Information Systems, B.S.

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

Program Details:
- Requires 180 QH, including 60 QH of General Education (p. 75), for completion
- A maximum of 60 QH of technical credit may be transferred
- Credit by examination, proficiency and portfolio are accepted for general education and elective credit
- Students may complete a minor or concentration, listed below

Minor:
Criminal Justice (p. 198)

Concentration:
Public Policy (p. 235)
International Management (p. 235)
Leadership (p. 235)
Aging Studies (p. 235)
Entrepreneurship (p. 236)

Required Courses
Communications
One written communications course and one oral communications course
   LAE 101      English Composition I      5

and
   LAE 202      Effective Speaking
Humanities
   LAH 120      Logic and Effective Thinking

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in humanities.

Fine Arts
   LAA 101      Art Appreciation I
   LAA 102      Art Appreciation II

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in fine arts.

Quantitative Reasoning
   LAM 106      Basic Statistics

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any college level mathematics, statistics, or quantitative research methods course.

Physical and Life Sciences
   LAN 110      General Biology
   or
   LAN 150      Survey of Physical Science
   or
   LAN 225      Human Impact on the Environment

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in physical and life sciences.

Social Sciences
   LAS 118      Introduction to Politics and U.S. Government
   or
   LAS 203      Survey of U.S. History

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in social sciences.

Behavioral Science
   LAP 100      General Psychology

Note: Students transferring credit from other institutions or applying coursework previously
completed at NLU may use any general education course in behavioral sciences.

Additional General Education

Choose additional coursework in any general education area or other courses consistent with the integrated general education competencies of information and technology literacy, analytical skills, and ethics, values, and respect for human diversity (including Student Success courses) to bring total general education courses to 60 quarter hours.

Management Information Systems Core - 50 QH

- MGT 403 Introduction to BSM/BSMIS 1
- MGT 416 Information Systems Concepts 4
- MGT 417 Communication Networks 4
- MGT 413 Procuring, Managing and Leading High-Tech Workers 4
- MGT 424 Developing and Managing Web Sites 4
- MGT 433 Developing and Managing Databases 4
- MGT 437 Data Mining and Warehousing 4
- MGT 456 Securing Corporate Information 4
- MGT 473 Strategic Uses of IT 4
- MGT 469 Enterprise Resource Planning 4
- MGT 462 Systems Development Life Cycle 4
- MGT 471 IT Project Management 4
- MGT 485 Applied MIS Techniques 5

Electives - 70 QH

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

Psychology, B.A.

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

**Program Details:**

- Requires 180 QH, including 60 QH of General Education (p. 75), for completion
- Requires 25 QH of upper level coursework in Psychology
- 25 QH of upper level required courses in Psychology must be taken at NLU
- Requires a minimum grade of “C” in general education courses, required courses in Psychology and program concentration courses
- Requires ECT – English Competency Test OR completing LAE 101 and LAE 102 at NLU with a grade of “C” or better
- Credit by examination and credit by proficiency are accepted for general education and elective credit
- Requires a concentration in General Psychology, Developmental Psychology or Organizational/Community Psychology
- Students may also complete a minor in Criminal Justice (p. 198) or concentration in Entrepreneurship (p. 236)

**Required Courses**

**Student Success Seminar**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 103</td>
<td>Student Success Seminar 1-Enhanced</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: GEN 103 may be waived, upon student request, for students who (1) enter NLU with an associate's degree or 90 or more quarter credit hours of transfer credit; and (2) have maintained a cumulative GPA of 3.000 or above in their previous undergraduate studies. Students will be required to complete or transfer in additional coursework in general education to meet the 60-quarter credit hour requirement.

**Communications**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAE 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>LAE 102</td>
<td>English Composition II</td>
<td>5</td>
</tr>
<tr>
<td>LAE 202</td>
<td>Effective Speaking</td>
<td>5</td>
</tr>
</tbody>
</table>

**Humanities**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAH 120</td>
<td>Logic and Effective Thinking</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in humanities.

**Fine Arts**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA 101</td>
<td>Art Appreciation I</td>
<td>2</td>
</tr>
<tr>
<td>LAA 102</td>
<td>Art Appreciation II</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in fine arts.

**Quantitative Reasoning/Math**
LAM 106  Basic Statistics  5  
LAM 110  College Mathematics: Application of Mathematical Ideas  5  

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any college-level mathematics course instead of LAM 110. LAM 106 must be completed at NLU or an equivalent course may be transferred.

Physical and Life Sciences  
LAN 110  General Biology  5  

Note: Students must complete LAN 110 at NLU or transfer in an equivalent course.

Social Sciences  
LAS 118  Introduction to Politics and U.S. Government  5  
LAS 203  Survey of U.S. History  5  

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in social sciences.

Behavioral Science  
LAP 100  General Psychology  5  

Note: Students must complete LAP 100 at NLU or transfer in an equivalent course.

Program Core - 50 QH  
LAP 315  Lifespan Development  5  
LAP 305  Memory and Cognition  5  
LAP 301  Psychology of Learning  5  
LAP 306  Theories of Personality  5  
LAP 307  Abnormal Psychology  5  
INT 310  Research Methods in the Behavioral Sciences  5  
LAP 402  Research Methods  5  
LAP 350  Culture and Self  5  
LAP 330  Social Psychology  5  
LAP 425  Mental Health  3 OR 5  
LAP 450  Human Sexuality  3 OR 5  
LAP 499  Psychology Seminar  3 OR 5  
LAP 403  History and Systems of Psychology  3 OR 5  

Note: All courses must be taken for 5 quarter hours. 
Electives - 40 QH  
Choose 40 QH of elective courses. Liberal Arts courses are preferred.

General Psychology Concentration - 30 QH  
Choose 30 QH from the courses below:  
LAP 200  Psychology of Development in the Infant/Toddler Years  5  
LAP 201  Psychology of Early Childhood  5  
LAP 202  Psychology of Middle Childhood and Adolescence  5  
LAP 300  Adult Development and Learning Assessment  5  
LAP 303  Introduction to Psycholinguistics  5  
LAP 305  Memory and Cognition  5  
LAP 310  Introduction to Industrial/Organizational Psychology  5  
LAP 320  Psychological Assessment of the Young Child--Part I  2  
LAP 321  Psychological Assessment of the Young Child--Part II  3  
LAP 325  Psychology of Play and Therapeutic Applications  5  
LAP 340  Effective Interpersonal Relationships  5  
LAP 342  Interpersonal Helping Skills  5  
LAP 348  Cross-Cultural Communication  5  
LAP 352  Children and Families under Stress  5  
LAP 401  Psychology of Learning  5  
LAP 403  History and Systems of Psychology  3 OR 5  
LAP 408  Introduction to Community Psychology  5  
LAP 441  Psychology of Artistic Expression  3 OR 5  
LAP 442  Interpersonal Development  3 OR 5  
LAP 490  Independent Study in Psychology  1 OR 5  
LAP 495  Special Topics in Psychology  2 OR 5
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 200</td>
<td>Psychology of Development in the Infant/Toddler Years</td>
<td>5</td>
</tr>
<tr>
<td>LAP 201</td>
<td>Psychology of Early Childhood</td>
<td>5</td>
</tr>
<tr>
<td>LAP 202</td>
<td>Psychology of Middle Childhood and Adolescence</td>
<td>5</td>
</tr>
<tr>
<td>LAP 300</td>
<td>Adult Development and Learning Assessment</td>
<td>5</td>
</tr>
<tr>
<td>LAP 303</td>
<td>Introduction to Psycholinguistics</td>
<td>5</td>
</tr>
<tr>
<td>LAP 320</td>
<td>Psychological Assessment of the Young Child--Part I</td>
<td>2</td>
</tr>
<tr>
<td>LAP 321</td>
<td>Psychological Assessment of the Young Child--Part II</td>
<td>3</td>
</tr>
<tr>
<td>LAP 325</td>
<td>Psychology of Play and Therapeutic Applications</td>
<td>5</td>
</tr>
<tr>
<td>LAP 441</td>
<td>Psychology of Artistic Expression</td>
<td>3</td>
</tr>
<tr>
<td>LAP 442</td>
<td>Interpersonal Development</td>
<td>3</td>
</tr>
<tr>
<td>LAP 490</td>
<td>Independent Study in Psychology</td>
<td>1</td>
</tr>
<tr>
<td>LAP 495</td>
<td>Special Topics in Psychology</td>
<td>2</td>
</tr>
</tbody>
</table>

**Developmental Psychology Concentration - 30 QH**

Choose 30 QH from the courses below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 200</td>
<td>Psychology of Development in the Infant/Toddler Years</td>
<td>5</td>
</tr>
<tr>
<td>LAP 201</td>
<td>Psychology of Early Childhood</td>
<td>5</td>
</tr>
<tr>
<td>LAP 202</td>
<td>Psychology of Middle Childhood and Adolescence</td>
<td>5</td>
</tr>
<tr>
<td>LAP 300</td>
<td>Adult Development and Learning Assessment</td>
<td>5</td>
</tr>
<tr>
<td>LAP 303</td>
<td>Introduction to Psycholinguistics</td>
<td>5</td>
</tr>
<tr>
<td>LAP 320</td>
<td>Psychological Assessment of the Young Child--Part I</td>
<td>2</td>
</tr>
<tr>
<td>LAP 321</td>
<td>Psychological Assessment of the Young Child--Part II</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: If selected, LAP 403, LAP 441 and LAP 442 must be taken for 5 quarter hours. A maximum of two courses may be Independent Study or Special Topic courses, chosen with advisor approval.

Organizational Psychology Concentration - 30 QH

Choose 30 QH from the courses below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 200</td>
<td>Psychology of Development in the Infant/Toddler Years</td>
<td>5</td>
</tr>
<tr>
<td>INT 310</td>
<td>Research Methods in the Behavioral Sciences</td>
<td>5</td>
</tr>
<tr>
<td>LAP 310</td>
<td>Introduction to Industrial/Organizational Psychology</td>
<td>5</td>
</tr>
<tr>
<td>LAP 320</td>
<td>Psychological Assessment of the Young Child--Part I</td>
<td>2</td>
</tr>
<tr>
<td>LAP 321</td>
<td>Psychological Assessment of the Young Child--Part II</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: If selected, LAP 441 and LAP 442 must be taken for 5 quarter hours. A maximum of two courses may be Independent Study or Special Topic courses, chosen with advisor approval.

**Social Science, B.A.**

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

Students who earn their undergraduate Social Science degree at NLU and wish to teach high school Social Sciences should consider the Master of Arts in Teaching, Secondary Education (p. 146) program.

**Program Details:**

- Requires 180 QH, including 60 QH of General Education (p. 75), for completion
- Requires 50 QH of upper level program coursework
- 50 QH of upper level courses required in the program must be taken at NLU
- Requires a minimum grade of “C” in 50 QH of upper level program courses
- Credit by examination, portfolio and proficiency are accepted for general education and elective credit
- Requires ECT – English Competency Test OR completing LAE 101 and LAE 102 at NLU with a grade of “C” or better

**Required Courses**

Student Success Seminar
GEN 103  Student Success Seminar 1- Enhanced

Note: GEN 103 may be waived, upon student request, for students who (1) enter NLU with an associate's degree or 90 or more quarter credit hours of transfer credit; and (2) have maintained a cumulative GPA of 3.000 or above in their previous undergraduate studies. Students will be required to complete or transfer in additional coursework in general education to meet the 60-quarter credit hour requirement.

Communications

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>LAE 101</td>
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<td>5</td>
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<td>LAE 102</td>
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<td>5</td>
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<tr>
<td>LAE 202</td>
<td>Effective Speaking</td>
<td>5</td>
</tr>
</tbody>
</table>

Humanities

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAH 120</td>
<td>Logic and Effective Thinking</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in humanities.

Fine Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA 101</td>
<td>Art Appreciation I</td>
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<tr>
<td>LAA 102</td>
<td>Art Appreciation II</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in fine arts.

Quantitative Reasoning

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAM 106</td>
<td>Basic Statistics</td>
<td>5</td>
</tr>
<tr>
<td>LAM 110</td>
<td>College Mathematics: Application of Mathematical Ideas</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any college-level mathematics course instead of LAM 110. LAM 106 must be completed at NLU or an equivalent course may be transferred.

Physical and Life Sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAN 110</td>
<td>General Biology</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td>Survey of Physical Science</td>
<td>5</td>
</tr>
<tr>
<td>LAN 225</td>
<td>Human Impact on the Environment</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in physical and life sciences.

Social Sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS 118</td>
<td>Introduction to Politics and U.S. Government</td>
<td>5</td>
</tr>
<tr>
<td>LAS 203</td>
<td>Survey of U.S. History</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Students must complete coursework in politics, political science, and/or government; and United States history at NLU or transfer in an equivalent course to fulfill this requirement.

Behavioral Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 100</td>
<td>General Psychology</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in behavioral sciences.

Sociology and Anthropology Program Requirements - 20 QH

Choose 20 QH from the courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 310</td>
<td>Research Methods in the Behavioral Sciences</td>
<td>5</td>
</tr>
<tr>
<td>LAS 240</td>
<td>Human Origins</td>
<td>5</td>
</tr>
<tr>
<td>LAS 303</td>
<td>Sub-Saharan African Cultures</td>
<td>5</td>
</tr>
<tr>
<td>LAS 313</td>
<td>The Metropolitan Community</td>
<td>5</td>
</tr>
<tr>
<td>LAS 405</td>
<td>Social Problems</td>
<td>5</td>
</tr>
<tr>
<td>LAS 420</td>
<td>Social Theory</td>
<td>5</td>
</tr>
<tr>
<td>LAS 441</td>
<td>Urban Anthropology</td>
<td>5</td>
</tr>
</tbody>
</table>

Political Science Program Requirements - 20 QH

Choose 20 QH from the courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS 118</td>
<td>Introduction to Politics and U.S. Government</td>
<td>5</td>
</tr>
<tr>
<td>LAS 120</td>
<td>Introduction to American Politics</td>
<td>5</td>
</tr>
<tr>
<td>LAS 310</td>
<td>International Relations</td>
<td>5</td>
</tr>
<tr>
<td>LAS 316</td>
<td>Comparative Politics</td>
<td>5</td>
</tr>
<tr>
<td>LAS 319</td>
<td>Elections and Electoral Behavior</td>
<td>5</td>
</tr>
<tr>
<td>LAS 321</td>
<td>American Political Ideas</td>
<td>5</td>
</tr>
<tr>
<td>LAS 450</td>
<td>Political Theory</td>
<td>5</td>
</tr>
<tr>
<td>LAS 458</td>
<td>Public and Social Policy in the Legislative Process</td>
<td>5</td>
</tr>
</tbody>
</table>

Economics Program Requirements - 15 QH

Choose 15 QH from the courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS 115</td>
<td>Introduction to Economics</td>
<td>5</td>
</tr>
<tr>
<td>LAS 250</td>
<td>Macroeconomics</td>
<td>5</td>
</tr>
<tr>
<td>LAS 255</td>
<td>Microeconomics</td>
<td>5</td>
</tr>
</tbody>
</table>

History Program Requirements - 20 QH
Choose 20 QH from the courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS 200</td>
<td>U.S. History and Culture: 1492-1828</td>
<td>5</td>
</tr>
<tr>
<td>LAS 201</td>
<td>U.S. History and Culture: 1828-1898</td>
<td>5</td>
</tr>
<tr>
<td>LAS 203</td>
<td>Survey of U.S. History</td>
<td>5</td>
</tr>
<tr>
<td>LAS 302</td>
<td>Asian History and Culture</td>
<td>5</td>
</tr>
<tr>
<td>LAS 301</td>
<td>Western History and Culture to 1650</td>
<td>5</td>
</tr>
<tr>
<td>LAS 304</td>
<td>Middle and South American Cultures</td>
<td>5</td>
</tr>
<tr>
<td>LAS 305</td>
<td>Western History and Culture since 1650</td>
<td>5</td>
</tr>
<tr>
<td>LAS 311</td>
<td>Racial and Ethnic History and Culture</td>
<td>5</td>
</tr>
<tr>
<td>LAS 495</td>
<td>Social Science Special Topic</td>
<td>1 TO 5</td>
</tr>
</tbody>
</table>

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

Electives - 45 QH
Choose 45 QH of elective courses

College of Professional Studies and Advancement Graduate

Admission Requirements

In addition to the NLU Graduate Admission Requirements (p. 13), the College of Professional Studies and Advancement requires the following:

- 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.)

Applicants with bachelor’s degrees from non-regionally accredited U.S. institutions may be admitted with two-course review status, subject to the decision of the program. The institution awarding the bachelor’s degree must be accredited by an accrediting agency recognized by the United States Department of Education. The U.S. Department of Education maintains a database of institutions accredited by such agencies.

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

Status of Admitted Students

Full Admission

Students who meet all admission criteria without qualification are granted full admission status.

Admitted with Two-Course Review Status

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

A student admitted with two-course review status must maintain a GPA of 3.0 in either the first two graded courses (generally, a minimum of five semester hours combined). These courses may not be extension courses, workshops, transfer credits, independent studies or internships/practicum, except when taken by veterans receiving benefits. If the student has a minimum 3.0 GPA at the end of the review period, he or she will gain good academic standing. If the student’s GPA falls below 3.0 at the end of the review period, he or she will be dropped from the graduate school.

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

Academic Policies

Degree Requirements

In addition to the university-wide requirements, the College of Professional Studies and Advancement requires the following:

- Graduate and doctoral students must fulfill all degree requirements within 10 years from the beginning of the first course taken at NLU in the specific program to which they are admitted. Specific graduate programs may have additional degree requirements. See programs for details.

Transfer between Graduate Programs

Please see Enrollment and Registration Policies (p. 33) for more information.

Transfer of Credit

In addition to the university-wide requirements (p. 17), the following criteria apply to graduate transfer credit in the College of Professional Studies and Advancement:

- A maximum of nine semester hours may be transferred
- Credit earned more than six calendar years before graduate admission is not transferable
• A “Pass” grade for a completed pass/fail graduate course is acceptable. A letter is required from the Registrar of the institution where the course was taken verifying that the grade is equivalent to at least a “B” (3.0 on a scale of 4.0)
• Students may transfer credit hours once admitted into a program

Specific graduate programs may have additional transfer credit requirements. See programs for details.

Exceptions to these rules may be appealed to the Admissions and Academic Standards Council of the CPSA. Petitions must be presented to the Council by the student’s advisor.

**Required Course Waiver**

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

**Community Psychology, Ph.D.**

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

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

**In addition to the College of Professional Studies and Advancement Graduate Admission Requirements (p. 98), applicants must:**

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

• Submit three professional letters of recommendation
• Submit a personal statement describing the applicant’s expectations of the program and core beliefs regarding the role of community psychologists
• Submit a written statement reflecting the applicant’s research interest (800 words)
• Have completed a master’s thesis. Applicants without a master’s thesis will be considered for admission but are required to complete a thesis or thesis equivalent.
• Sit for a faculty interview

**Program Details:**

• Requires 69–72 SH for completion
• Requires an internship
• Requires a thesis (if not previously completed at master’s level)
• Requires a dissertation

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 600</td>
<td>Introductory Seminar on Community Psychology</td>
<td>1</td>
</tr>
<tr>
<td>LAP 605</td>
<td>Principles of Community Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LAP 610</td>
<td>Community Prevention and Intervention Approaches to Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>LAP 615</td>
<td>Community Organizing</td>
<td>3</td>
</tr>
<tr>
<td>LAP 625</td>
<td>Advanced Quantitative Methodology in Community Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LAP 630</td>
<td>Advanced Qualitative Methodology in Community Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LAP 635</td>
<td>Statistics for Community Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LAP 640</td>
<td>Survey Design and SPSS</td>
<td>3</td>
</tr>
<tr>
<td>LAP 645</td>
<td>Social Marketing and Thought Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LAP 650</td>
<td>Principles of Consultation in the Community</td>
<td>3</td>
</tr>
<tr>
<td>LAP 655</td>
<td>Grant Writing for Community Psychologists</td>
<td>1</td>
</tr>
<tr>
<td>LAP 660</td>
<td>Professional Writing for Community Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LAP 661</td>
<td>Professional Writing for Community Psychology II</td>
<td>2</td>
</tr>
<tr>
<td>LAP 665</td>
<td>Advanced Theoretical Foundations of Community Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LAP 670</td>
<td>Advanced Cross Cultural Communication</td>
<td>3</td>
</tr>
</tbody>
</table>
In addition to the College of Professional Studies and Advancement Graduate Admissions Requirements (p. 98), applicants must:

- Submit the results of the Watson-Glaser Critical Thinking Appraisal
- Submit three letters of recommendation
- Complete an admission interview with a faculty member
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108) if planning to complete the School Counseling option
- Submit a written response to questions provided by the Office of Admissions

Program Details:

- Requires 60–67 SH for completion
- Only courses from CACREP accredited universities may be accepted for transfer into the Counseling program
- Requires a grade of “B” or better in all coursework
- Requires a minimum 100 hour practicum
- Requires a minimum 600 hour internship
- Requires completion of one of two options—Clinical Mental Health Counseling OR School Counseling (additional courses are required for those without Professional Educator Licenses who choose the School Counseling option)

Clinical Mental Health Counseling - 60 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 501</td>
<td>Fundamentals of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC 503</td>
<td>Counseling and Human Development in a Multicultural OR Society</td>
<td>3</td>
</tr>
<tr>
<td>HSC 504</td>
<td>Clinical Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC 505</td>
<td>Clinical Assessment and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>HSC 506</td>
<td>Introduction to Theory and Practice of Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HSC 510</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC 511</td>
<td>Professional Practice and Ethics in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSC 512</td>
<td>Theories and Techniques of Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC 514</td>
<td>Counseling for Career Development</td>
<td>3</td>
</tr>
<tr>
<td>HSC 524</td>
<td>Introduction to Clinical Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC 533</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>HSC 541</td>
<td>Trauma and Crisis Intervention Theory, Response Models and Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

Notes: LAP 689 must be taken for a total of 5 semester hours. LAP 690 must be taken for a total of 3 semester hours. LAP 699 must be taken for a total of 6 semester hours. Additionally, LAP 599 is required for any student who did not complete a thesis as part of his or her master’s degree.

Counseling, M.S.

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

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

Applicants interested in school counseling who do not already have a Professional Educator License should choose the “School Counseling for those without a Professional Educator License” option. Graduates, with completion of additional state requirements, will be eligible for a Professional Educator License endorsed for school counselor.

Applicants who have a Professional Educator License should choose the “School Counseling for those with a Professional Educator License” option. Graduates, with completion of additional state requirements, will be eligible for endorsements for school counselor.

All School Counseling students must pass the Content Exam #181 (school counselor) to earn the endorsement.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 542</td>
<td>Psychopharmacology for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>HSC 543</td>
<td>Introduction to Theory and Practice of Counseling Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>HSC 581</td>
<td>Internship I</td>
<td>3</td>
</tr>
<tr>
<td>HSC 582</td>
<td>Internship II</td>
<td>3</td>
</tr>
<tr>
<td>HSM 508</td>
<td>Research and Evaluation Methodology</td>
<td>3</td>
</tr>
<tr>
<td>HSS 534</td>
<td>Perspectives on Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>LAP 501</td>
<td>Introduction to Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>LAP 506</td>
<td>Advanced Human Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: HSC 503 must be taken for 3 semester hours.

School Counseling (for those with a Professional Educator License) - 60 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 509</td>
<td>Structure and Organization of the Educational System for School Counselors</td>
<td>2</td>
</tr>
<tr>
<td>EPS 539</td>
<td>Foundations of Behavioral Support</td>
<td>2</td>
</tr>
<tr>
<td>HSC 501</td>
<td>Fundamentals of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC 503</td>
<td>Counseling and Human Development in a Multicultural Society</td>
<td>OR 5</td>
</tr>
<tr>
<td>HSC 504</td>
<td>Clinical Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC 505</td>
<td>Clinical Assessment and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>HSC 506</td>
<td>Introduction to Theory and Practice of Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HSC 510</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC 511</td>
<td>Professional Practice and Ethics in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSC 512</td>
<td>Theories and Techniques of Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC 514</td>
<td>Counseling for Career Development</td>
<td>3</td>
</tr>
<tr>
<td>HSC 533</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>HSC 534</td>
<td>School Counseling: Theory, Issues and Practice</td>
<td>3</td>
</tr>
<tr>
<td>HSC 541</td>
<td>Trauma and Crisis Intervention Theory, Response Models and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HSC 542</td>
<td>Psychopharmacology for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>HSC 543</td>
<td>Introduction to Theory and Practice of Counseling Children and Adolescents</td>
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<tr>
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<td>Internship I</td>
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</tr>
<tr>
<td>HSC 582</td>
<td>Internship II</td>
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</tr>
<tr>
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<td>Research and Evaluation Methodology</td>
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<tr>
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</tr>
<tr>
<td>LAP 501</td>
<td>Introduction to Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>LAP 506</td>
<td>Advanced Human Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: HSC 503 must be taken for 3 semester hours.

For more information about this program please refer to the Counseling and Human Services Graduate Student Handbook.
Forensic Mental Health, Post-Baccalaureate Certificate

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

**In addition to the College of Professional Studies and Advancement Graduate Admission Requirements (p. 98), applicants must:**

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

**Program Details:**

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

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 535</td>
<td>Introduction to Forensic Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>HSC 536</td>
<td>Clinical Forensic Interviewing and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>HSC 537</td>
<td>Evaluation and Treatment of the Juvenile and Adult Offender</td>
<td>3</td>
</tr>
<tr>
<td>HSC 538</td>
<td>Forensic Mental Health and the Law</td>
<td>3</td>
</tr>
<tr>
<td>HSC 539</td>
<td>Forensic Mental Health Capstone Project</td>
<td>3</td>
</tr>
</tbody>
</table>

General Psychology, Post-Baccalaureate Certificate

This certificate is intended for students interested in additional study of psychology beyond the bachelor’s degree. It may be used as an entry into the Master of Arts in Psychology Program (p. 104), with all credits transferring.

**In addition to the College of Professional Studies and Advancement Graduate Admission Requirements (p. 98), applicants must:**

- Submit official scores for the Criterion Online Writing Evaluation

**Program Details:**

- Requires 18 SH for completion

**Required Courses**

Program Core - 15 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 501</td>
<td>Introduction to Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>LAP 505</td>
<td>Advanced Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LAP 506</td>
<td>Advanced Human Development</td>
<td>3</td>
</tr>
<tr>
<td>LAP 510</td>
<td>Advanced Personality Theory</td>
<td>3</td>
</tr>
<tr>
<td>LAP 509</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychology Elective - 3 SH

Choose one Psychology (p. 322) elective with advisor approval

Health Psychology, Post-Baccalaureate Certificate

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

**In addition to the College of Professional Studies and Advancement Graduate Admissions Requirements (p. 98), applicants must:**

- Submit official scores for the Criterion Online Writing Evaluation

**Program Details:**

- Requires 12 SH for completion

**Required Courses**

Program Core - 12 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 501</td>
<td>Introduction to Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>LAP 520</td>
<td>Biological Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>LAP 530</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LAP 535</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
</tbody>
</table>

Health Services Administration, M.H.A.

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

**In addition to College of Professional Studies and Advancement Graduate Admissions Requirements, applicants must:**

- Have one year of work experience in a health care related position or a bachelor’s degree in a health care related field

**Program Details:**

- Requires 37 SH for completion

**Required Courses - 37 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHA 500</td>
<td>Introduction to Health Services Administration</td>
<td>1</td>
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<tr>
<td>MHA 505</td>
<td>Health Care Origins, Policies and Trends</td>
<td>3</td>
</tr>
<tr>
<td>MHA 508</td>
<td>Ethical and Legal Issues in Health Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>MHA 512</td>
<td>Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td>MHA 520</td>
<td>Patient Care Operations</td>
<td>3</td>
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<tr>
<td>MHA 522</td>
<td>Health Care Business Operations</td>
<td>3</td>
</tr>
<tr>
<td>MHA 525</td>
<td>Health Care Economics</td>
<td>3</td>
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<tr>
<td>MHA 527</td>
<td>Health Care Finance</td>
<td>3</td>
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<tr>
<td>MHA 531</td>
<td>Health Care Information Systems</td>
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<tr>
<td>MHA 532</td>
<td>Human Resources in Health Care</td>
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<tr>
<td>MHA 540</td>
<td>Marketing in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>MHA 541</td>
<td>Strategic Management in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>MHA 550</td>
<td>Colloquium in Health Services Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

**Human Development Psychology, Post-Baccalaureate Certificate**

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

**In addition to the College of Professional Studies and Advancement Graduate Admissions Requirements (p. 98), applicants must:**

- Submit official scores for the Criterion Online Writing Evaluation

**Program Details:**

- Requires 12 SH for completion

**Required Courses - 12 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 506</td>
<td>Advanced Human Development</td>
<td>3</td>
</tr>
<tr>
<td>LAP 542</td>
<td>Later Adulthood and Aging</td>
<td>3</td>
</tr>
</tbody>
</table>

**Human Resource Management and Development, M.S.**

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

**Program Details:**

- Requires 36 SH for completion

**Required Courses - 36 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 509</td>
<td>Human Resources Planning</td>
<td>4</td>
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<tr>
<td>MGT 533</td>
<td>Organizational Behavior and Development and Change</td>
<td>5</td>
</tr>
<tr>
<td>MGT 515</td>
<td>Training and Development: Systems and Practices</td>
<td>4</td>
</tr>
<tr>
<td>MGT 508</td>
<td>Current Practices in Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT 521</td>
<td>Recruit/Selection/Retention</td>
<td>3</td>
</tr>
<tr>
<td>MGT 541</td>
<td>Employee Relations and the Law</td>
<td>3</td>
</tr>
<tr>
<td>MGT 513</td>
<td>Total Compensation Systems</td>
<td>5</td>
</tr>
<tr>
<td>MGT 520</td>
<td>Performance Analysis and Productivity Measurement</td>
<td>4</td>
</tr>
<tr>
<td>MGT 540</td>
<td>Labor and Management Relations</td>
<td>4</td>
</tr>
</tbody>
</table>

**Leadership, Post-Baccalaureate Certificate**

This certificate presents an opportunity for managers to examine the role they play as change agents, innovators, strategists and team builders. Students will translate leadership concepts into best practices for organizational leaders. Students may take this certificate as a stand-alone program or apply some of the coursework toward the Master of Business Administration (M.B.A.) (p. 104) degree at NLU.

**Program Details:**

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

**Required Courses - 15 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 503</td>
<td>Leadership &amp; Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGT 543</td>
<td>Leadership Assessment in Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>
MGT 546  Organizational Design and Innovation  3
MGT 551  Leadership and High Performance Teams  3
MGT 553  Strategic Leadership in Organizations  3

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

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

Program Details:
- Requires 39 SH for completion
Required Courses
MBA 501  Graduate Management Foundations  3
MBA 503  Leadership & Organizational Behavior  3
MBA 506  Ethical and Legal Issues  3
MBA 508  Managerial Economics  3
MBA 510  Macroeconomics  3
MBA 514  Managerial Accounting  3
MBA 516  Financial Markets  3
MBA 518  Financial Management  3
MBA 522  Strategic Marketing  3
MBA 524  Strategic Management  3
MBA 526  Project Management  3
MBA 529  International Management  3
MBA 532  Technology and Leadership  3

In addition to the College of Professional Studies and Advancement Graduate Admissions Requirements (p. 98), applicants must:
- Submit official scores for the Criterion Online Writing Evaluation

Program Details:
- Requires 12 SH for completion
Required Courses - 12 SH
LAP 509  Advanced Social Psychology  3
LAP 526  Psychology of Organizational Leadership  3
LAP 550  Advanced Industrial Psychology  3
INT 519  Principles and Methods of Group Communications  2
TO 3

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

In addition to the College of Professional Studies and Advancement Graduate Admissions Requirements (p. 98), applicants must:
- Submit official scores for the Criterion Online Writing Evaluation

Program Details:
- Requires 12 SH for completion
Required Courses - 12 SH
LAP 501  Introduction to Psychological Assessment  3
LAP 502  Psychological Assessment II--Intellectual Assessment  3
LAP 503  Psychological Assessment III--Personality Assessment  3
LAP 546  Assessment of Organizations  3

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

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

**In addition to the College of Professional Studies and Advancement Graduate Admissions Requirements (p. 98), applicants must:**

- Submit official scores for the Criterion Online Writing Evaluation

**Program Details:**

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

**Required Courses**

**Core Courses - 15 SH**
- LAP 501 Introduction to Psychological Assessment 3
- LAP 505 Advanced Abnormal Psychology 3
- LAP 506 Advanced Human Development 3
- LAP 509 Advanced Social Psychology 3
- LAP 510 Advanced Personality Theory 3

**Specialization Courses Development - 13 SH**
- LAP 507 Theories of Cognitive Psychology 3
- LAP 520 Biological Bases of Behavior 3
- LAP 526 Psychology of Organizational Leadership 3
- LAP 549 Psychology in the Community 2
- LAP 552 Career Development for Psychology Students 2

**Required Research Courses - 5 SH**
- LAP 516 Research Design for Psychology 3
- LAP 517 Psychological Statistics and Design and Analysis 2

**Required Capstone Course - 3 SH**
- LAP 598 Comprehensive Exam Seminar 1 TO 3
  - or
- LAP 599 Thesis 1 TO 3

Note: LAP 598 or LAP 599 must be taken for a total of 3 semester hours.

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**Public Policy and Administration, M.A.**

This program provides training in public policy and administration as preparation for or advancement in careers in planning, policy and management at the local, state, federal and international levels.

**In addition to the College of Professional Studies and Advancement Graduate Admissions Requirements (p. 98), applicants must:**

- Submit a resume or curriculum vitae
- Sit for an interview with a faculty advisor
- Provide official scores from the Graduate Record Examination (GRE) taken within the last five years (waived for applicants with a GPA of 3.0 or higher)
- Note: List of three references is waived for applicants with a GPA of 3.0 or higher

**Program Details:**

- Requires 36 SH for completion
- Requires completion of one of three concentrations listed below
- Requires a thesis OR Capstone Seminar

**Required Courses**

**Core Courses - 27 SH**
- PPA 500 Foundations of Public Administration 3
- PPA 502 Cross-Sector Policy and Collaboration 3
- PPA 505 Urban Community Development 3
- PPA 510 Social Inequality and Social Change 3
- PPA 512 Professional Writing and Communication in Public Policy and Administration 3
- PPA 560 Public Financial Administration and Budgeting 3
- PPA 565 Methods 1: Quantitative Research Methods 3
- PPA 570 Methods 2: Qualitative Research Design and Methodology 3
- PPA 593 Public Policy and Administration Seminar 3
  - or
- PPA 599 Master’s Thesis in Public Policy and Administration 3

**Health Services Administration Concentration - 9 SH**

Choose 9 SH from the list below:
MHA 505  Health Care Origins, Policies and Trends  3
MHA 512  Health Care Management  3
MHA 540  Marketing in Health Care  3
MHA 541  Strategic Management in Health Care  3
PPA 595  Special Topic in Public Policy and Administration  3
PPA 590  Internship in Public Policy and Administration  2

Notes: PPA 590 must be taken for a total of 3 SH. Other courses may be selected in consultation with the Program Chair.

Public Service Administration Concentration - 9 SH
Choose 9 SH from the list below:
LAP 526  Psychology of Organizational Leadership  3
LAP 615  Community Organizing  3
LAP 693  Seminar in Program Evaluation  3
LAP 645  Social Marketing and Thought Leadership  3
PPA 532  Gender in the Public Sector  3
PPA 595  Special Topic in Public Policy and Administration  3
PPA 590  Internship in Public Policy and Administration  2

Note: PPA 590 must be taken for a total of 3 SH. Other courses may be selected in consultation with the Program Chair.

Global Social Policy Concentration - 9 SH
Choose 9 SH from the list below:
PPA 520  International Dimensions of Public Policy  3
PPA 542  International Public Service  3
LAP 670  Advanced Cross Cultural Communication  3
PPA 530  Contemporary Immigration in a Global Perspective  3
PPA 595  Special Topic in Public Policy and Administration  3
PPA 590  Internship in Public Policy and Administration  2

Note: PPA 590 must be taken for a total of 3 SH. Other courses may be selected in consultation with the Program Chair.

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

In addition to the College of Professional Studies and Advancement Graduate Admission Requirements (p. 98), applicants must:
- Submit the results of the Watson-Glaser Critical Thinking Appraisal (waived if the applicant has a master's degree from a regionally accredited college or has a GPA of 3.0 or higher)
- Sit for an in-person interview
- Complete a brief impromptu essay
- Note: List of three references is waived for applicants with a GPA of 3.0 or higher

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

Required Courses
Program Core
LAE 500  Advanced Expository Writing  3
LAE 510  Rhetorical Theory: History and Practice  3
LAE 599  Thesis Project  1 TO 6

English Elective Courses
Choose 21–24 SH from the courses below:
LAE 405  Advanced Studies of American Literature: Beginning-1900 OR 5
LAE 406  Advanced Studies of American Literature: 1900-1950 OR 5
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAE 407</td>
<td>American Writers: 1945-1970</td>
<td>3 OR 5</td>
</tr>
<tr>
<td>LAE 410</td>
<td>Modern British Fiction: 1900-1950</td>
<td>3 OR 5</td>
</tr>
<tr>
<td>LAE 412</td>
<td>Introduction to Writing Poetry</td>
<td>3 OR 5</td>
</tr>
<tr>
<td>LAE 413</td>
<td>Reading and Writing the Short Story</td>
<td>3 OR 5</td>
</tr>
<tr>
<td>LAE 414</td>
<td>Writing and Reading Oral History</td>
<td>3 OR 5</td>
</tr>
<tr>
<td>LAE 416</td>
<td>Women’s Lives into Literature</td>
<td>3 OR 5</td>
</tr>
<tr>
<td>LAE 450</td>
<td>Fundamentals of Journalism</td>
<td>3 OR 5</td>
</tr>
<tr>
<td>LAE 459</td>
<td>Online Publishing: Writing for the Web</td>
<td>3 OR 5</td>
</tr>
<tr>
<td>LAE 460</td>
<td>Editing for Publication</td>
<td>3 OR 5</td>
</tr>
<tr>
<td>LAE 461</td>
<td>Advertising and Promotional Writing in the Digital Age</td>
<td>3 OR 5</td>
</tr>
<tr>
<td>LAE 465</td>
<td>Creative Writing: Humor</td>
<td>3 OR 5</td>
</tr>
<tr>
<td>LAE 486B</td>
<td>Workshop/Writer's Week Workshop</td>
<td>1 OR 2</td>
</tr>
<tr>
<td>LAE 499</td>
<td>English Seminar</td>
<td>1 TO 2</td>
</tr>
<tr>
<td>LAE 501</td>
<td>Writing from Reading: Incorporating Research into Nonfiction Articles, Books and Reports</td>
<td>3</td>
</tr>
<tr>
<td>LAE 502</td>
<td>Creative Writing: Fiction</td>
<td>3</td>
</tr>
<tr>
<td>LAE 503</td>
<td>Creative Writing: Poetry</td>
<td>3</td>
</tr>
<tr>
<td>LAE 504</td>
<td>Creative Writing: Children's Books</td>
<td>3</td>
</tr>
<tr>
<td>LAE 512A</td>
<td>Professional Writer I</td>
<td>1</td>
</tr>
<tr>
<td>LAE 512B</td>
<td>Professional Writer II</td>
<td>1</td>
</tr>
<tr>
<td>LAE 512C</td>
<td>Professional Writer III</td>
<td>1</td>
</tr>
<tr>
<td>LAE 515</td>
<td>Feature Writing</td>
<td>3</td>
</tr>
<tr>
<td>LAE 516</td>
<td>Screenwriting</td>
<td>3</td>
</tr>
<tr>
<td>LAE 517</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>LAE 518</td>
<td>Narrative Forms</td>
<td>3</td>
</tr>
<tr>
<td>LAE 520</td>
<td>Teaching Freshman English Composition</td>
<td>3</td>
</tr>
<tr>
<td>LAE 592</td>
<td>Practicum/Internship in Teaching English Courses to Undergraduates</td>
<td>3</td>
</tr>
<tr>
<td>LAE 594</td>
<td>Independent Study/English</td>
<td>1 TO 3</td>
</tr>
<tr>
<td>LAE 595</td>
<td>Special Topics/English</td>
<td>1 TO 3</td>
</tr>
</tbody>
</table>

Notes: For LAE 486B, LAE 499, LAE 594 and LAE 595, specific topics may be chosen. Each topic may only be counted once toward the degree. LAE 501 is strongly recommended. Where applicable, 400 level courses must be taken for 3 semester hours.
National College of Education (NCE) faculty and candidates use scholarly habits of mind and methods of inquiry in order to affect pre-kindergarten through 12th grade student learning by:

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

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

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

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 approved by the Wisconsin Educational Approval Board. Selected programs are also recognized by the Florida Department of Education.

Professionalism

Students will demonstrate behaviors that maintain academic, professional and ethical standards and avoid behaviors that are detrimental to either the pre-service student or the classroom students. Professional behavior is expected inside and outside the University classroom, when using email and in all field placement experiences. The following may constitute a basis for denial of admission to a practicum placement or student teaching, removal from a teacher education program or a remediation process prior to continuing the program:

- Conduct unbecoming a professional educator
- Conviction on a felony charge
- Any other behavior that interferes with professionalism

Teacher Credentials

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

Students seeking licensure by entitlement may obtain applications for licensure at www.isbe.net/licensure/ or apply through NLU.

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

Test of Academic Proficiency (TAP)

Students who are seeking admission to an Illinois licensure program or who were certified prior to July 1, 1988, are required to pass the Test of Academic Proficiency (TAP) administered by the Illinois State Board of Education. TAP scores, as well as ACT with Writing and/or SAT scores, are valid indefinitely. Students from states other than Illinois where NLU state credential programs may be offered must pass the equivalent test of basic skills administered through their state. This information must be verified by the Office of Admissions and Records.

A composite score of 22 and a minimum of 19 in Combined English/Reading on the ACT Plus Writing or a composite score of 1030 (mathematics and critical reading) and a minimum 450 in writing on the SAT may be used in lieu of a passing score on the former Illinois Test of Basic Skills or the current TAP.
Scores used for admission to a program must be no older than ten years. Once the candidate has been fully admitted, the score will remain in good standing as long as the candidate remains enrolled in the preparation program.

The official score report must designate a composite score of 22 and a minimum of 19 in Combined English/Writing on the ACT Plus Writing; or a 1050 composite score (mathematics and critical reading) and a minimum 450 in writing on the SAT.

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

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

Candidates must create an account in the Illinois Educator License Information System (ELIS) before requesting their official test results. Once the account has been created, candidates should request their official score reports for ISBE.

Candidates electing to use their qualifying ACT Plus Writing score in lieu of the TAP must request an official score report for the state using 3001 as the institution code.

Candidates electing to use their qualifying SAT score in lieu of the TAP must request an official score report for the state and have them sent to:

Illinois State Board of Education
Educator Licensure Division
100 North First St. S-306
Springfield, IL 62777-0001

ISBE will only maintain unmatched score reports for 30 days. After 30 days, if an ELIS account has not been created, the score report will be shredded. ISBE will not return official score reports that reflect a score less than listed above. Any ACT or SAT score report that lacks a writing component will not be accepted and will be shredded as well. Students are responsible for creating and regularly logging into an ELIS account to monitor the acceptance status of their scores.

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

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

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

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

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

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

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

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

Academic Centers

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

National College of Education Center for Professional Development

The National College of Education Center for Professional Development offers a wide range of learning opportunities for individuals to expand their interests, enhance their professional development and pursue their academic and professional goals. The Center’s courses, seminars and workshops address the most current topics in the field of education.

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

Reading Center

The Reading Center provides a setting for supervised practicum experiences in reading instruction for both graduate and undergraduate students. Student and staff tutors provide one-on-one tutoring and diagnosis for children with reading problems. Curriculum materials are available for inspection in the Center, and consultation for districts, schools, teachers and parents is also provided. Reading Centers are located on the North Shore campus and Lisle campus.

Reading Recovery™ Program

A Reading Recovery training program is offered at NLU with the support of the Illinois State Board of Education. This program is open only to post-master’s applicants through special district-based arrangement with the Reading Recover Program. Five of the nine Reading Recovery semester hours may be applied to a master’s degree in Reading. All nine semester hours may be applied to a CAS in Reading or Language and Literacy Education.

National College of Education—Undergraduate

University General Education Requirements

All undergraduate students must complete the General Education Core Requirements (p. 75) prior to completing their degrees.

Preservice Teacher Education Undergraduate Degree Programs

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

Illinois Teacher Licensure by Entitlement

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

• Early Childhood Education (birth–age 8) (p. 111)
• Elementary Education (k–9) (p. 114)
• Special Education (birth–age 21) (p. 117)

Individual courses or course sequences not included in the programs listed above may not be assumed to be approved by the ISBE for licensure purposes. NCE assumes no responsibility for courses taken by students with the intent of obtaining licensure unless the students are under the direct supervision of and meet regularly with an academic advisor at NLU and the courses are taken within a program approved by the ISBE. It is the student’s responsibility to ensure that he or she meets all licensure and academic standards.

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

Please note that the Early Childhood Practice, B.A. (p. 113) is a non-licensure degree program.
Early Childhood Education, B.A.

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

**Special Admissions Requirements:**
Admission to the Early Childhood Education program is a two step process. Students must first be admitted to National Louis University (p. 13).

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

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
- Have completed all General Education courses except LIBR 200, the Undergraduate Core and all Foundational courses
- Have a GPA of 2.5 or better on all previous coursework, with a grade of “C” or better in all courses
- Have completed 70 pre-clinical observation hours

**Program Details:**

- Requires 180 QH, including 61 QH of General Education (p. 75), for completion
- 60 QH of coursework must be completed at NLU
- Credit by examination is accepted for general education and elective credit
- The Professional Education Sequence and ELL courses must be taken at NLU
- A minimum grade of “C” or better in all courses in the program is required
- A minimum GPA of 2.5 is required
- Students must be admitted to NCE before taking the Professional Sequence and ELL Endorsement Courses
- Requires student teaching
- Requires practicum
- Requires observation hours

**Required Courses**

**Communications**

LAE 101 English Composition I 5
LAE 102 English Composition II 5

**Humanities**

LAE 202 Effective Speaking 5

**Fine Arts**

LAE 307 Literature for Children 5

Choose 4 QH of introductory coursework that includes content for the appreciation of art, and/or music, and/or drama. The courses listed below meet that description, though others may be accepted.

- LAA 101 Art Appreciation I 2
- LAA 102 Art Appreciation II 3
- LAA 110 Introduction to Art 2
- LAA 200 Arts in Chicago 5
- LAT 220 Introduction to Theatre 5
- LAU 110 Introduction to Music 2
- LAU 220 Music as Social Experience 5

**Quantitative Reasoning**

- LAM 112 Math Content for Teachers I 5
- LAM 213 Math Content for Teachers II 5

**Physical and Life Sciences**

- LAN 110 General Biology 5
- LAN 150 Survey of Physical Science 5

**Social Sciences**

- LAS 120 Introduction to American Politics 5
- LAS 200 U.S. History and Culture: 1492-1828 5
- LAS 201 U.S. History and Culture: 1828-1898 5
- LAS 203 Survey of U.S. History and 5
- LAS 300 Contemporary World Cultures 5
- LAS 110 Introduction to Cultural Anthropology 5
- LAS 302 Asian History and Culture 5
- LAS 303 Sub-Saharan African Cultures 5
- LAS 304 Middle and South American Cultures 5

Note: One course must have a lab.
Notes: LAS 300 is preferred. Another U.S. History course may be accepted. Another non-Western social science course may be accepted.

**Behavioral Science**

LAP 100 General Psychology 5

**Library**

LIBR 200 Digital Information Literacy 2

**Additional General Education Requirements**

LAM 101 Thinking Mathematically 5

or

LAM 110 College Mathematics: Application of Mathematical Ideas 5

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

**Undergraduate Core - 16 QH**

ECE 210 History and Philosophy of Education 3

EPS 300 Educational Psychology: Theory in Classroom Practice 5

SPE 300 Introduction to Special Education and Methods of Teaching Students with Disabilities 5

TIE 300 Introduction to Technology in the Classroom 3

**Foundational Coursework - 12 QH**

ECE 205 Observation and Assessment: Infants, Toddlers, and Two Year Olds 4

ECE 215 Speech and Language Development 3

ECE 220 Child, Family, and Community 5

**Professional Sequence - 56 QH**

CIS 480A Methods of Teaching Social Studies 3

ECE 324 Integrated Preprimary Methodology in Early Childhood Education 5

ECE 337 Ethics and Professionalism in Early Childhood Education 5

ECE 345 Curriculum, Differentiation, and Assessment 5

ECE 350 Early Childhood Education: Pre-Primary Practicum Field Experience 2

ECE 351 Early Childhood Education: Pre-Primary Practicum Seminar 3

ECE 450 Early Childhood Education Primary Practicum Field Experience 2

ECE 451 Early Childhood Education Primary Practicum Seminar 3

ECE 470 Early Childhood Education: Student Teaching TO 14

MHE 480A Methods of Teaching Mathematics 4

RLL 330 Foundations of Emergent Literacy 5

RLL 478 Literacy Methods I: K-4 3

SCE 480A Methods of Teaching Science 3

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

**ELL Endorsement Courses - 30 QH**

CIL 300 Foundations of ESL and Bilingual Education 5

CIL 305 Methods and Materials for Teaching English as a Second Language 5

CIL 306 Methods and Materials for Teaching Bilingual Education Students 5

CIL 310 Assessment of ESL and Bilingual Education Students 5

CIL 312 Reading in a New Language: Linguistic Considerations 5

CIL 331 Cross Cultural Education 5

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

**Early Childhood Education Student Teaching Enrollment Requirements**

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

Candidates must:

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

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

Candidates who complete the program will be eligible to earn the Early Childhood Level 5 credential awarded by Gateways to Opportunity and the Infant/Toddler credential. Candidates will also have the opportunity to earn the Family Child Care or Illinois Director credential.

This program does NOT lead to a Professional Educator License. Students will not be eligible to be licensed to teach in settings that require a licensed teacher.

In addition to National Louis University Undergraduate Admission Requirements (p. 13), applicants must:
• Sign and submit the “Student Acknowledgement of BA ECP Program (Non-licensure) Limitations” form to the Office of Admissions

Program Details:
• Requires 180 QH, including 60 QH of General Education (p. 75), for completion
• 72 QH of coursework must be taken at NLU
• Credit by examination is accepted for general education and elective credit
• The Professional Courses, internship and concentrations must be taken at NLU
• A minimum grade of “C” or better in all courses in the program is required
• Requires a practicum
• Requires an internship
• Candidates must complete the Infant/Toddler concentration. In addition, they must complete a second concentration in Family Child Care OR Illinois Director.

Required Courses
Communications
LAE 101  English Composition I  5
LAE 102  English Composition II  5
LAE 202  Effective Speaking  5

Humanities
LAE 307  Literature for Children  5
or
RLL 220  Children’s Literature and the Literacy Learning Environment  5

Fine Arts
Choose 5 QH of introductory coursework that includes content for the appreciation of art, and/or music, and/or drama. The courses listed below meet that description, though others may be accepted.
LAA 101  Art Appreciation I  2
LAA 102  Art Appreciation II  3
LAA 110  Introduction to Art  2
LAA 200  Arts in Chicago  5
LAT 220  Introduction to Theatre  5
LAU 110  Introduction to Music  2
LAU 220  Music as Social Experience  5

Quantitative Reasoning
LAM 112  Math Content for Teachers I  5
LAM 213  Math Content for Teachers II  5

Physical and Life Sciences
LAN 110  General Biology  5
LAN 150  Survey of Physical Science  5

Note: One course must have a lab.

Social Sciences
LAS 203  Survey of U.S. History  5
LAS 120  Introduction to American Politics  5
or
LAS 118  Introduction to Politics and U.S. Government  5

Note: Another U.S. History course may be accepted.

Behavioral Science
LAP 100  General Psychology  5

Library
LIBR 200  Digital Information Literacy  2

Undergraduate Core - 16 QH
ECE 210  History and Philosophy of Education  3  
EPS 300  Educational Psychology: Theory in Classroom Practice  5  
SPE 300  Introduction to Special Education and Methods of Teaching Students with Disabilities  5  
TIE 300  Introduction to Technology in the Classroom  3  

Foundational Requirements - 29 QH  
RLL 330  Foundations of Emergent Literacy  5  
CIL 331  Cross Cultural Education  5  
ECE 205  Observation and Assessment: Infants, Toddlers, and Two Year Olds  4  
ECE 215  Speech and Language Development  3  
ECE 220  Child, Family, and Community  5  
ECE 460  Early Childhood Practicum  7  

Notes: Application to participate in field experiences (ECE 460) must be made two quarters prior to the quarter of the field experience.  

Professional Courses - 23 QH  
ECE 308  Writing for Early Childhood Professionals  3  
ECE 324  Integrated Preprimary Methodology in Early Childhood Education  5  
ECE 345  Curriculum, Differentiation, and Assessment  5  
ECE 337  Ethics and Professionalism in Early Childhood Education  5  
ECE 340  Positive Guidance in Early Childhood Environments  5  

Infant Toddler Concentration - 22 QH  
ECE 301  Understanding Infants and Toddlers  5  
ECE 302  Planning for Quality Infant/Toddler Programs  5  
ECE 321  Curriculum in Infant/Toddler Programs  5  
ECE 493  Internship: Infant and Toddler Care and Development  7  

Family Child Care Concentration - 27 QH  
ECE 311  Administration I: Leadership Strategies and Staff Development  1  
ECE 335  Best Business Practices in Family Child Care  1  
ECE 313  Administration III: Implementing and Evaluating the Program  1 TO  
ECE 303  The Early Care & Education Administrator as Advocate  1 TO  
ECE 492B  Internship: Family Child Care  7  

Notes: ECE 511 (p. 263), ECE 335, ECE 313, and ECE 303 must be taken for 5 quarter hours.  

Illinois Director Concentration - 27 QH  
ECE 311  Administration I: Leadership Strategies and Staff Development  1 TO  
ECE 312  Administration II: Managing Center Operations and Finance  1 TO  
ECE 313  Administration III: Implementing and Evaluating the Program  1 TO  
ECE 303  The Early Care & Education Administrator as Advocate  1 TO  
ECE 492A  Internship: Child Care Administrator  7  

Notes: ECE 311 (p. 263), ECE 312, ECE 313, and ECE 303 must be taken for 5 quarter hours.  

Electives - 1 QH  
Choose elective courses to meet the minimum degree requirement of 180 QH  

Elementary Education, B.A.  
The Elementary Education program is for future teachers who wish to teach grades K–9. Successful completion of the program enables students to apply for licensure by entitlement in Illinois for a Professional Educator License endorsed for self-contained general education (kindergarten to grade 9) and, with completion of additional requirements, the courses may be used toward a Middle Level endorsement.  

Special Admissions Requirements:  
Admission to the Elementary Education program is a two step process. Students must first be admitted to National Louis University (p. 13).  

Applicants to the Elementary Education program must:  
• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
• Have completed all General Education and Foundational courses (except LIBR 200, Developmental Psychology and Science elective, which may be completed after admission).
  Students who receive a “D” or “F” in a Foundational course must petition the Academic Policies Committee if they wish to receive permission to retake the course. Foundational courses may not be repeated without the permission of the council.
• Have a GPA of 2.5 or better at National Louis University, with a grade of “C” or better in each course required for the degree
• Have completed 45 pre-clinical observation hours
• Submit applications requesting Practicum II and Practicum III placements

Program Details:
• Requires 180 QH, including 60 QH of General Education (p. 75), for completion
• 60 QH of coursework must be completed at NLU
• Credit by examination is accepted for general education and elective credit
• The Professional Education Sequence must be taken at NLU
• A minimum grade of “C” in all courses in the program is required
• Faculty reviews each student during his or her Professional Sequence to determine continued eligibility in the Elementary Education program
• Completion of a minimum of 100 clock hours of preclinical experience (practicum) is required prior to student teaching
• Requires student teaching
• Requires practicum
• Requires observations
• Candidates must complete a second major or minor, listed below
• Coursework completed as part of the second major or minor can, with other requirements, be applied toward a Middle Level Endorsement in that subject. For more details, visit Licensure and Endorsement at NLU.

Second Major options:
• Art (p. 179)
• English (p. 179)
• Mathematics (p. 179)
• Psychology (p. 180)
• Psychology/Human Development (p. 182)
• Science (p. 183)

Minor options:
• Anthropology (p. 198)
• Art (p. 199)
• English (p. 199)
• Mathematics (p. 200)
• Psychology (p. 200)
• Psychology/Human Development (p. 202)
• Science (p. 203)
• Sociology (p. 203)
• Sociology/Anthropology (p. 204)

Required Courses

Communications
  LAE 101  English Composition I  5
  LAE 102  English Composition II  5
  LAE 202  Effective Speaking  5

Humanities
  LAE 307  Literature for Children  5

Fine Arts
  Choose 4 QH of introductory coursework that includes content for the appreciation of art, and/or music, and/or drama. The courses listed below meet that description, though others may be accepted.
  LAA 101  Art Appreciation I  2
  LAA 102  Art Appreciation II  3
  LA A110  Introduction to Art  2
  LA A200  Arts in Chicago  5
  LAT 220  Introduction to Theatre  5
  LA A110  Introduction to Music  2
  LA A220  Music as Social Experience  5

Quantitative Reasoning
  LAM 112  Math Content for Teachers I  5
  LAM 213  Math Content for Teachers II  5

Physical and Life Sciences
  LAN 110  General Biology  5
  LAN 150  Survey of Physical Science  5

Note: One course must have a lab.
Social Sciences
  LAS 120  Introduction to American Politics  5
or
LAS 200  U.S. History and Culture: 1492-1828  5
or
LAS 201  U.S. History and Culture: 1828-1898  5
or
LAS 203  Survey of U.S. History  5
and
LAS 300  Contemporary World Cultures  5
or
LAS 110  Introduction to Cultural Anthropology  5
or
LAS 302  Asian History and Culture  5
or
LAS 303  Sub-Saharan African Cultures  5
or
LAS 304  Middle and South American Cultures  5

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

Behavioral Science
LAP 100  General Psychology  5

Library
LIBR 200  Digital Information Literacy  2

Additional General Education Requirements - 10 QH
LAN 300  Ecology and Conservation  3
OR 5

or
LAN 303  Botany  5

or
LAN 304  Human Physiology  5
or
LAN 306  Microbes--Global Perspectives  5
or
LAN 325  Human Genetics  5
or
LAN 422  Biological Evolution  5
and
LAP 201  Psychology of Early Childhood  5

Notes: Another Science (p. 237) elective may be accepted. Another Developmental Psychology course may be accepted in place of LAP 201. If selected, LAN 300 must be taken for 5 semester hours.

Foundational Requirements, Undergraduate Core
ELE 210  History and Philosophy of Education  3
EPS 300  Educational Psychology: Theory in Classroom Practice  5
SPE 300  Introduction to Special Education and Methods of Teaching Students with Disabilities  5
TIE 300  Introduction to Technology in the Classroom  3

Remaining Foundational Requirements
ELE 300  Elementary Education: Practicum I Seminar/Field Experience  4
ELE 345  Methods of Teaching Arts Education  3
ELE 347  Methods of Teaching Health and Physical Education  3

Professional Sequence - 38 QH
ELE 410  Elementary Education Practicum II Seminar  3
ELE 415  Elementary Education Practicum II Field Experience  2
ELE 420  Elementary Education: Practicum III  3
ELE 425  Elementary Education Practicum III: Field Experience  2
RLL 478  Literacy Methods I: K-4  3
RLL 479  Literacy Methods II  3
CIS 480A  Methods of Teaching Social Studies  3
MHE 480A  Methods of Teaching Mathematics  4
SCE 480A  Methods of Teaching Science  3
ELE 470  Elementary Education: Student Teaching  12

Second Major - 45 QH
See links to majors above

Minor - 30 QH
See links to minors above

Electives - 15 QH
Choose 15 QH of elective courses

Note: MLE 300 and MLE 302 are recommended.

Elementary Education Student Teaching Enrollment Requirements

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

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

Special Education, B.A.

The Special Education program is for future teachers who wish to teach special education students from the ages of birth to 21. Successful completion of the program enables students to apply for licensure by entitlement in Illinois for the Professional Educator License endorsed for LBS I (preK to age 21).

Special Admissions Requirements:

Admission to the Special Education program is a two step process. Students must first be admitted to National Louis University (p. 13).

Applicants to the Special Education program must:
• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
• Have completed all General Education and Foundational courses (except LIBR 200, which may be completed after admission). Students who receive a “D” or “F” in a Foundational course must petition the Academic Policies Committee if they to receive permission to retake the course. Foundational courses may not be repeated without the permission of the committee.
• Have a GPA of 2.5 or better at National Louis University, with a grade of “C” or better in each course required for the degree
• Submit an application requesting Practicum III placement

Program Details:
• Requires 180 QH, including 61 QH of General Education (p. 75), for completion
• 63 QH of coursework must be completed at NLU
• Credit by examination is accepted for general education and elective credit
• The Professional Education Sequence must be taken at NLU
• A grade of “C” or better in all courses in the program is required
• Completion of a minimum of 100 clock hours of preclinical experience (practica) is required prior to student teaching
• Requires student teaching

Required Courses

Communications
LAE 101  English Composition I  5
LAE 102  English Composition II  5
LAE 202  Effective Speaking  5

Humanities
LAE 307  Literature for Children  5

Fine Arts
Choose 4 QH of introductory coursework that includes content for the appreciation of art, and/or music, and/or drama. The courses listed below meet that description, though others may be accepted.
LAA 101  Art Appreciation I  2
LAA 102  Art Appreciation II  3
LAA 110  Introduction to Art  2
LAA 200  Arts in Chicago  5
LAT 220  Introduction to Theatre  5
LAU 110  Introduction to Music  2
LAU 220  Music as Social Experience  5

Quantitative Reasoning
LAM 112  Math Content for Teachers I  5
LAM 213  Math Content for Teachers II  5

Physical and Life Sciences
LAN 110  General Biology  5
LAN 150  Survey of Physical Science  5
Note: One course must have a lab.

Social Sciences
- LAS 120: Introduction to American Politics 5
- LAS 200: U.S. History and Culture: 1492-1828 5
- LAS 201: U.S. History and Culture: 1828-1898 5
- LAS 203: Survey of U.S. History 5
- LAS 300: Contemporary World Cultures 5
- LAS 110: Introduction to Cultural Anthropology 5
- LAS 302: Asian History and Culture 5
- LAS 303: Sub-Saharan African Cultures 5
- LAS 304: Middle and South American Cultures 5

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

Behavioral Science
- LAP 100: General Psychology 5
- LIBR 200: Digital Information Literacy 2

Additional General Education Requirements - 10QH
- LAN 300: Ecology and Conservation 3 OR 5
- LAN 303: Botany 5
- LAN 304: Human Physiology 5
- LAN 306: Microbes--Global Perspectives 5
- LAN 325: Human Genetics 5
- LAN 422: Biological Evolution 5

and

LAM 101: Thinking Mathematically 5
or
LAM 110: College Mathematics: Application of Mathematical Ideas 5

Notes: For students who achieve the required COMPASS score, the requirement for LAM 101 or LAM 110 is waived and the students may select appropriate electives with advisor approval. Other science courses may be accepted in lieu of the science courses above. If selected, LAN 300 must be taken for 5 quarter hours.

Undergraduate Core - 16 QH
- SPE 210: History and Philosophy of Education 3
- EPS 300: Educational Psychology: Theory in Classroom Practice 5
- SPE 300: Introduction to Special Education and Methods of Teaching Students with Disabilities 5
- TIE 300: Introduction to Technology in the Classroom 3

Professional Sequence - 63 QH
- SPE 305: Practicum I: Inclusive Education and the Role of the Special Education Teacher 4
- SPE 310: Foundations of Special and Inclusive Education 4
- SPE 315: Assessment in Special Education 4
- SPE 320: Methods for Social Emotional Support 4
- SPE 325: Language Development: The Role of Language in Learning 4
- SPE 330: Assistive and Instructional Technology 4
- SPE 335: Mathematics and Inclusive Education 4
- SPE 400: Collaboration and School-Family Partnerships 4
- SPE 405: Practicum II: Advanced Practicum in Inclusive Education 5
- SPE 410: Literacy in Inclusive Education I 4
- SPE 411: Literacy in Inclusive Education II 4
- SPE 415: Instructional Planning and Instruction for Inclusive Education I 4
- SPE 416: Instructional Planning and Instruction for Inclusive Education II 4
- SPE 470: Practicum III: Student Teaching 10

Electives - 30 QH
Choose elective courses to total 180 QH with advisor approval
Special Education Student Teaching
Enrollment Requirements
Admission to and continuance in student teaching are contingent on the following actions.
Candidates must:
• Be accepted into the National College of Education
• File, by the designated deadline, the application form for student teaching
• Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
• Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
• Pass the LBSI (155) and Special Education General Curriculum (163) Content Tests prior to student teaching
• Complete all of their licensure courses except for SPE 470 (Student Teaching)
• Pass all methods courses at National Louis University with a grade no lower than a B
• Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
• Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

National College of Education—Graduate
Admission Policies
Graduate credits toward a degree offered by the University are earned only after formal admission to graduate study.

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

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

In addition to the NLU Graduate Admission Requirements (p. 13), applicants must submit all of the following to the Office of Admissions prior to consideration for admission to any NCE graduate program:
• Official transcripts from all institutions attended for applicants to licensure programs that require transcript evaluation; official transcripts from institutions in which a final degree was earned (showing the final degree) for applicants to NCE degree programs that do not lead to licensure
• A list of three references to include supervisors, employers, professors or others who have known the applicant in a professional or academic capacity. This requirement is waived for applicants with a GPA of 3.0 or higher. Some programs require letters of recommendation. See admission requirements for individual programs.

To be admitted, applicants must hold a baccalaureate degree from a regionally accredited institution and show evidence in undergraduate work of the ability to pursue graduate study, demonstrated by a grade point average of 3.0 or better on a 4.0 scale in the last 60 hours of coursework. Applicants with graduate degrees from regionally accredited institutions will have only the GPA from that advanced degree count toward admission. To be eligible to enter an NCE graduate program with full admission status, applicants must have a minimum GPA of 3.0. Students with GPAs between 2.5 and 2.99 may be accepted with a four-course review status.

Other documents in support of the application are weighted according to the applicant’s individual profile and the specific academic requirements of the program for which he or she is applying. Interviews prior to admission may be required at the discretion of the program director.

Please see the Degree Types section (p. 120) and specific programs for additional admission requirements.

Status of Admitted Students
Full Admission
Students who meet all admission criteria are granted full admission status. If the grade point average of a
fully admitted student falls below 3.0, the student will be placed on academic probation. The student will be notified in writing and given the maximum of four graded courses (not P/N) or nine semester hours, whichever comes first, taken at NLU to raise his or her grade point average to 3.0. These courses may not be workshops, independent studies, transfer credits or internships/practicum, except when taken by veterans receiving benefits.

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

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

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

Degree Types

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

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

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

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

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

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

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

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

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

Individual programs may require additional materials.

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

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

Financial Assistance
Graduate assistant positions are available for eligible students on the Chicago-area campuses.

Academic support graduate assistantship responsibilities may be administrative, scholarly or research-related. Graduate assistants may aid faculty members with research activities related to grants, teaching assignments or program development.
Administrative/operational graduate assistantship responsibilities are administrative, technical or student service in nature. Duties may not be predominately clerical in nature. Administrative assistant graduate assistants will help with the administrative duties of a department, have independent responsibility for the delivery of student services, have operational level responsibilities for project administration or perform duties that require professional skills or abilities.

Interested students must complete a Free Application for Federal Student Aid (FAFSA) form, available online at www.fafsa.ed.gov, to determine eligibility. Visit the Office of Student Finance for details and information on available positions.

Academic Policies

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

Transfer between Graduate Programs
Please see Enrollment and Registration Policies (p. 33) for more information.

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

Program Substitutions
Program substitutions may be made with the approval of the student’s advisor when they are consistent with accreditation and degree requirements. These should be reflected on the Student Adjustment Form and become part of the student’s official plan of study.

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

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

Transfer of Credit
In addition to the university-wide requirements (p. 17), the following criteria apply to graduate transfer credit in the National College of Education:

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

With the approval of his or her advisor, appropriate program coordinator and the Dean’s office, an admitted student may take a course by arrangement or an independent study. Only a full-time faculty member may work with a student on a course by arrangement or an independent study.

Special Workshops

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

Time Limitation for Fulfilling Degree Requirements

Candidates must fulfill degree requirements within a six-year period. The time period is calculated from the date of the first course that is to count toward the degree, including transfer credit. Requests for a time extension must be made through the Academic Policies Committee.

Administration and Supervision Programs

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

These degrees are designed to prepare experienced teachers for educational administration and supervision and educational leadership. The coursework can be used to qualify a candidate for state credentials or more generally for professional enhancement, depending on the candidate’s needs and location.

State Credential Track:

Applicants in Illinois who do not have a master’s degree and are seeking the general administrative endorsement should select the Administration and Supervision, M.Ed. (state credential track, Illinois) (p. 123).

Applicants in Wisconsin who do not have a master’s degree and are seeking licensure should select the Administration and Supervision, M.Ed. (state credential track, Wisconsin) (p. 124).

Applicants in Florida who do not have a master’s degree and are seeking transcript endorsement should select the Administration and Supervision, M.Ed. (state credential track, Florida) (p. 125).

Applicants in Illinois who have a master’s degree and are seeking licensure should select the Administration and Supervision, Ed.S. (state credential track, Illinois) (p. 127).

Applicants in Wisconsin who have a master’s degree and are seeking licensure should select the Administration and Supervision, Ed.S. (state credential track, Wisconsin) (p. 128).

Applicants in Florida who have a master’s degree and are seeking transcript endorsement should select the Administration and Supervision, Ed.S. (state credential track, Florida) (p. 129).

General Education Leadership Track (non-credential):

Applicants who do not have a master’s degree and are not seeking state certification should select the Administration and Supervision, M.Ed. (General Education Leadership) (p. 125).

Applicants who have a master’s degree and are not seeking state certification should select the Administration and Supervision, Ed.S. (General Education Leadership) (p. 129).

District Level Educational Leadership Track:

Applicants in Illinois who have a master’s degree and the principal endorsement and wish to seek superintendent licensure should select the Administration and Supervision, Ed.S. (district level educational leadership track, Illinois) (p. 130).

Administration and Supervision, M.Ed. (State Credential Track, Florida)

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

In Florida, graduates of the program may receive a transcript endorsement indicating the completion of a state approved program in Educational Leadership. Candidates must also meet Florida Department of Education requirements for documentation of ESOL training or coursework and passing scores on the three subtests of the Florida Educational Leadership Examination. For more details, visit the Florida Department of Education.

In addition to National College of Education Graduate Admission Requirements (p. 119), this program requires:

- A copy of the applicant’s valid and current teaching certificate
- Two years of teaching experience
- A letter of recommendation
- Faculty review
• A written statement of leadership experience and aspirations: Briefly describe your most significant experience as a leader (formally or informally) and elaborate on how this experience inspired you to pursue a degree in leadership.

• A written statement of social justice, diversity and equity: Briefly describe a social issue about which you feel deeply committed or passionate. How have you been actively involved with this issue?

• A written statement of instruction: Briefly describe a significant instructional learning experience you have had in the past year. What date or information drove that learning experience? How did you change? What impact did that change have on students?

Program Details:
• Requires 34 SH for completion
• Requires an internship

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>EDL 520</td>
<td>Leading Diverse Schools</td>
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<tr>
<td>EDL 521</td>
<td>Building School Community Partnerships</td>
<td>2</td>
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<tr>
<td>EDL 522</td>
<td>Leading Student-Centered Schools</td>
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<td>EDL 523</td>
<td>Navigating School and Special Education Law</td>
<td>2</td>
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<td>EDL 524</td>
<td>Negotiating and Resolving Conflicts in Education Communities</td>
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<td>EDL 525</td>
<td>Decision-Making for Educational Systems and Organizations</td>
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<td>EDL 526</td>
<td>Realizing Vision through Technical, Human and Financial Resources</td>
<td>2</td>
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<td>EDL 527</td>
<td>Guaranteeing a Differentiated and Coherent Curriculum</td>
<td>2</td>
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<td>EDL 528</td>
<td>Maintaining Accountability with Data Use and Program Evaluation</td>
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<td>EDL 529</td>
<td>Improving Instruction through Teacher Evaluation and Professional Development</td>
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<td>EDL 570</td>
<td>Internship Seminar I: Organizing Leadership Competency Demonstrations</td>
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<td>EDL 571</td>
<td>Internship Seminar II: Resume Building and Professional Writing for Educational Leaders</td>
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<td>EDL 572</td>
<td>Internship Seminar III: Demonstrating School Leadership Competence</td>
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<td>EDL 573</td>
<td>Educational Leadership Project</td>
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<td>EDL 574</td>
<td>Internship Seminar IV: Demonstrating School Leadership Competence 2</td>
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<td>Internship Seminar XX: Demonstrating School Leadership Competence</td>
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<td>Administration and Supervision Internship</td>
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</table>

Notes: EDL 573 must be taken for a total of 4 semester hours. EDL 598 must be taken for a total of 6 semester hours.

Administration and Supervision, M.Ed. (State Credential Track, Illinois)

This program is designed to prepare licensed and experienced teachers for educational administration and supervision. This sequence of courses qualifies the candidate to earn the credential necessary to become a principal. For more details visit Licensure and Endorsements at NLU.

In addition to the National College of Education Graduate Admission Requirements (p. 119), the program requires:
• A copy of the applicant’s valid and current Illinois Professional Educator License
• Letter of recommendation on official letterhead from the principal or human resources verifying at least two years of teaching experience (four years teaching in a public or non-public school recognized by ISBE is required prior to endorsement)
• A passing score on the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108) within the past 10 years
• In-person interview with no fewer than two of the program’s full-time faculty members
• An on-site written response to a scenario
• A portfolio to be submitted during the interview process, including evidence in the following areas:
  • Support for all students achieving high standards of learning
  • Accomplished classroom instruction, which shall include data providing evidence of two years of student growth and learning within the last five years
  • Significant leadership roles in past positions
  • Strong oral and written communication skills
  • Analytic abilities needed to collect and analyze data for student improvement
  • Demonstrated respect for family and community
  • Strong interpersonal skills
• Knowledge of curriculum and instructional practices

Program Details:
• Requires 34 SH for completion
• Requires an internship
• Candidates must pass General Administrative Content Test (#186) before beginning the last term of internship, EDL 598

In addition to National College of Education Graduate Admission Requirements, this program requires:

In addition to National College of Education Graduate Admission Requirements, this program requires:

Required Courses
EDL 520 Leading Diverse Schools 2
EDL 521 Building School Community Partnerships 2
EDL 522 Leading Student-Centered Schools 2
EDL 523 Navigating School and Special Education Law 2
EDL 524 Negotiating and Resolving Conflicts in Education Communities 2
EDL 525 Decision-Making for Educational Systems and Organizations 2
EDL 526 Realizing Vision through Technical, Human and Financial Resources 2
EDL 527 Guaranteeing a Differentiated and Coherent Curriculum 2
EDL 528 Maintaining Accountability with Data Use and Program Evaluation 2
EDL 529 Improving Instruction through Teacher Evaluation and Professional Development 2
EDL 570 Internship Seminar I: Organizing Leadership Competency Demonstrations 1
EDL 571 Internship Seminar II: Resume Building and Professional Writing for Educational Leaders 1
EDL 572 Internship Seminar III: Demonstrating School Leadership Competence 2
EDL 573 Educational Leadership Project 1 TO 4
EDL 598 Administration and Supervision Internship 1 TO 6

Notes: EDL 573 must be taken for a total of 4 semester hours. EDL 598 must be taken for a total of 6 semester hours.

Internship Requirements
Candidates must complete the Teacher Evaluation Modules from the State of Illinois before beginning their internships. To successfully complete the internship, the candidate must display competency in 36 areas as outlined by the Southern Regional Board of Education and exhibit leadership in 80 percent of the competencies. Approved site mentors and faculty supervisors complete a set of assessments from the State of Illinois to ensure candidates are prepared for principalship.

Administration and Supervision, M.Ed.
(State Credential Track, Wisconsin)

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

In Wisconsin, this sequence of courses qualifies the candidate for licensure in two areas, Director of Instruction (10) and Principal (51). For more details, visit the Wisconsin Department of Public Instruction.

In addition to National College of Education Graduate Admission Requirements (p. 119), this program requires:

• A copy of the applicant’s valid and current Wisconsin Initial Educator (20) or Professional Educator (30 or 40) license
• At least one academic year of teaching under an Initial Educator (20) license or a Professional Educator (30 or 40) license. Candidates with an Initial Educator (20) license will be required to sign a limitation form stating that they understand that they will not be eligible for the Wisconsin Principal (51) or Director of Instruction (10) licenses until they provide evidence of possession of a Wisconsin Professional Educators License (30 or 40).
• Passing score on the Praxis
• A written statement of leadership experience and aspirations: Briefly describe your most significant experience as a leader (formally or informally) and elaborate on how this experience inspired you to pursue a degree in leadership.
• A written statement of social justice, diversity and equity: Briefly describe a social issue about which you feel deeply committed or passionate. How have you been actively involved with this issue?
• A written statement of instruction: Briefly describe a significant instructional learning experience you have had in the past year. What data or information drove that learning experience? How did you change? What impact did that change have on you?

• A letter of recommendation from a supervisor

• Faculty review of all candidate credentials and written statements

**Program Details:**

• Requires 34 SH for completion

• Requires an internship

**Required Courses**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
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<td>EDL 520</td>
<td>Leading Diverse Schools</td>
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<td>EDL 521</td>
<td>Building School Community</td>
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<td>EDL 572</td>
<td>Internship Seminar III: Demonstrating School Leadership Competence</td>
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<tr>
<td>EDL 573</td>
<td>Educational Leadership Project</td>
<td>1 TO 4</td>
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<tr>
<td>EDL 598</td>
<td>Administration and Supervision Internship</td>
<td>1 TO 6</td>
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Notes: EDL 573 must be taken for a total of 4 semester hours. EDL 598 must be taken for a total of 6 semester hours.

**Internship Requirements**

The Wisconsin internship covers the requirements for both Principal (51) and Director of Instruction (10) licensure. Candidates are required to complete three hundred (300) hours of internship in the following manner: one hundred (100) hours focused on principal licensure, one hundred (100) hours focused on director of instruction licensure, and one hundred (100) hours of choice’ internship that can focus either on the Principal or Director of Instruction licensure, depending on the career aspirations of the candidate. In addition, students are required to complete at least thirty (30) hours of internship of the 300 total in an educational setting that is culturally different from their own current educational context.

All school-based supervisors for internship will meet state requirements and complete an online learning module to ensure that they meet the legal qualifications for internship supervision, understand the Wisconsin Administrator Standards, and are familiar with the two (2) evaluations that must be submitted throughout the program for the candidates' online portfolios.

**Administration and Supervision, M.Ed.**

(General Education Leadership)

This program is designed to prepare experienced teachers for educational administration and supervision. It is conveniently offered in online, face-to-face and blended formats. Please note that this program does not lead to state credentials.

**In addition to National College of Education Graduate Admission Requirements (p. 119), this program requires:**

• A written statement of leadership experience and aspirations: Briefly describe your most significant experience as a leader (formally or informally) and elaborate on how this experience inspired you to pursue a degree in leadership.

• A written statement of social justice, diversity and equity: Briefly describe a social issue about which you feel deeply committed or passionate. How have you been actively involved with this issue?

• A written statement of instruction: Briefly describe a significant instructional learning experience you have had in the past year. What data or information drove that learning experience? How did you change? What impact did that change have on students?

• Faculty review of applicant's credentials and written statements

• A letter of recommendation
• Signed Licensure Limitation Form (acknowledges that this is a non-licensure program)

Program Details:
• Requires 34 SH for completion

Required Courses
Program Core - 28 SH
EDL 520 Leading Diverse Schools 2
EDL 521 Building School Community Partnerships 2
EDL 522 Leading Student-Centered Schools 2
EDL 523 Navigating School and Special Education Law 2
EDL 524 Negotiating and Resolving Conflicts in Education Communities 2
EDL 525 Decision-Making for Educational Systems and Organizations 2
EDL 526 Realizing Vision through Technical, Human and Financial Resources 2
EDL 527 Guaranteeing a Differentiated and Coherent Curriculum 2
EDL 528 Maintaining Accountability with Data Use and Program Evaluation 2
EDL 529 Improving Instruction through Teacher Evaluation and Professional Development 2
EDL 570 Internship Seminar I: Organizing Leadership Competency Demonstrations 1
EDL 571 Internship Seminar II: Resume Building and Professional Writing for Educational Leaders 1
EDL 572 Internship Seminar III: Demonstrating School Leadership Competence 2
EDL 573 Educational Leadership Project 1 TO 4

Note: EDL 573 must be taken for a total of 4 semester hours.

Recommended Electives - 6 SH
EDL 510 Leadership and Organizational Development of Schools 3
EDL 512 Communication and Technological Skills for School Leaders 3
EDL 546 Perspectives and Administration of Educational Policy 3

Note: Other courses may be accepted with approval of the Educational Leadership Program Chair.

Administration and Supervision, Ed.S. (State Credential Track, Florida)

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

In Florida, graduates of the program may receive a transcript endorsement indicating the completion of a state approved program in Educational Leadership. Candidates must also meet Florida Department of Education requirements for documentation of ESOL training or coursework and passing scores on the three subtests of the Florida Educational Leadership Examination. For more details, visit the Florida Department of Education.

In addition to National College of Education Graduate Admission Requirements (p. 119), this program requires:
• A copy of the applicant’s valid and current teaching certificate
• Two years of teaching experience
• A letter of recommendation
• Faculty review
• A written statement of leadership experience and aspirations: Briefly describe your most significant experience as a leader (formally or informally) and elaborate on how this experience inspired you to pursue a degree in leadership.
• A written statement of social justice, diversity and equity: Briefly describe a social issue about which you feel deeply committed or passionate. How have you been actively involved with this issue?
• A written statement of instruction: Briefly describe a significant instructional learning experience you have had in the past year. What date or information drove that learning experience? How did you change? What impact did that change have on students?

Program Details:
• Requires 30 SH for completion
• Requires an internship

Required Courses
EDL 520 Leading Diverse Schools 2
EDL 521 Building School Community Partnerships 2
EDL 522 Leading Student-Centered Schools 2
EDL 523 Navigating School and Special Education Law 2
EDL 524 Negotiating and Resolving Conflicts in Education Communities 2
EDL 525 Decision-Making for Educational Systems and Organizations 2
EDL 526 Realizing Vision through Technical, Human and Financial Resources 2
EDL 527 Guaranteeing a Differentiated and Coherent Curriculum 2
EDL 528 Maintaining Accountability with Data Use and Program Evaluation 2
EDL 529 Improving Instruction through Teacher Evaluation and Professional Development 2
EDL 570 Internship Seminar I: Organizing Leadership Competency Demonstrations 1
EDL 571 Internship Seminar II: Resume Building and Professional Writing for Educational Leaders 1
EDL 572 Internship Seminar III: Demonstrating School Leadership Competence 2
EDL 598 Administration and Supervision Internship 1 TO 6

Note: EDL 598 must be taken for a total of 6 semester hours.

Administration and Supervision, Ed.S. (State Credential Track, Illinois)

This program is designed to prepare licensed and experienced teachers for educational administration and supervision. This sequence of courses qualifies the candidate to earn the credential necessary to become a principal. For more details visit Licensure and Endorsements at NLU.

In addition to the National College of Education Graduate Admission Requirements (p. 119), the program requires:

- A copy of the applicant’s valid and current Illinois Professional Educator License
- Letter of recommendation on official letterhead from the principal or human resources verifying at least two years of teaching experience (four years teaching in a public or non-public school recognized by ISBE is required prior to endorsement)
- A passing score on the Test of Academic Proficiency (TAP) or ISBE approved alternative within the past 10 years
- In-person interview with no fewer than two of the program’s full-time faculty members
- An on-site written response to a scenario
- A portfolio to be submitted during the interview process, including evidence in the following areas:
  - Support for all students achieving high standards of learning
  - Accomplished classroom instruction, which shall include data providing evidence of two years of student growth and learning within the last five years
  - Significant leadership roles in past positions
  - Strong oral and written communication skills
  - Analytic abilities needed to collect and analyze data for student improvement
  - Demonstrated respect for family and community
  - Strong interpersonal skills
  - Knowledge of curriculum and instructional practices

Program Details:

- Requires 30 SH for completion
- Requires an internship
- Candidates must pass General Administrative Content Test (#186) before beginning the last term of internship, EDL 598

Required Courses

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EDL 572 Internship Seminar III: Demonstrating School Leadership Competence 2
EDL 598 Administration and Supervision Internship 1 TO 6

Note: EDL 598 must be taken for a total of 6 semester hours.

**Internship Requirements**
Candidates must complete the Teacher Evaluation Modules from the State of Illinois before beginning their internships. To successfully complete the internship, the candidate must display competency in 36 areas as outlined by the Southern Regional Board of Education and exhibit leadership in 80 percent of the competencies. Approved site mentors and faculty supervisors complete a set of assessments from the State of Illinois to ensure candidates are prepared for principalship.

**Administration and Supervision, Ed.S. (State Credential Track, Wisconsin)**
This program is designed to prepare fully certified and experienced teachers for educational administration and supervision.

In Wisconsin, this sequence of courses qualifies the candidate for licensure in two areas, Director of Instruction (10) and Principal (51). For more details, visit the Wisconsin Department of Public Instruction.

**In addition to National College of Education Graduate Admission Requirements, this program requires:**
- A copy of the applicants valid and active Wisconsin Initial Educator (20) or Professional Educator (30 or 40) license
- At least one academic year of teaching under an Initial Educator (20) license or a Professional Educator (30 or 40) license. Candidates with an Initial Educator (20) license will be required to sign a limitation form stating that they understand that they will not be eligible for the Wisconsin Principal (51) or Director of Instruction (10) licenses until they provide evidence of possession of a Wisconsin Professional Educators License (30 or 40).
- Passing score on the Praxis
- A written statement of leadership experience and aspirations: Briefly describe your most significant experience as a leader (formally or informally) and elaborate on how this experience inspired you to pursue a degree in leadership.
- A written statement of social justice, diversity and equity: Briefly describe a social issue about which you feel deeply committed or passionate. How have you been actively involved with this issue?
- A written statement of instruction: Briefly describe a significant instructional learning experience you have had in the past year. What data or information drove that learning experience? How did you change? What impact did that change have on you?
- A letter of recommendation from a supervisor
- Faculty review of all candidate credentials and written statements

**Program Details:**
- Requires 30 SH for completion
- Requires an internship

**Required Courses**

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EDL 598 Administration and Supervision Internship 1 TO 6

Note: EDL 598 must be taken for a total of 6 semester hours.

**Internship Requirements**
The Wisconsin internship covers the requirements for both Principal (51) and Director of Instruction (10) licensure. Candidates are required to complete three hundred (300) hours of internship in the following manner: one hundred (100) hours focused on principal licensure, one hundred (100) hours focused on director of instruction licensure, and one hundred (100) hours of "choice" internship that can focus either on the Principal or Director of Instruction licensure, depending on the career aspirations of the candidate. In addition, students are required to complete at least thirty (30) hours of internship of the 300 total in an educational setting that is culturally different from their own current educational context.

All school-based supervisors for internship will meet state requirements and complete an online learning module to ensure that they meet the legal qualifications for internship supervision, understand the Wisconsin Administrator Standards, and are familiar with the two (2) evaluations that must be submitted throughout the program for the candidates' online portfolios.

**Administration and Supervision, Ed.S. (General Education Leadership)**
This program is designed to prepare experienced teachers for educational administration and supervision. It is conveniently offered in online, face-to-face and blended formats Please note that this program does not lead to state credentials.

**In addition to National College of Education Graduate Admission Requirements (p. 119), this program requires:**

- A written statement of leadership experience and aspirations: Briefly describe your most significant experience as a leader (formally or informally) and elaborate on how this experience inspired you to pursue a degree in leadership.
- A written statement of social justice, diversity and equity: Briefly describe a social issue about which you feel deeply committed or passionate. How have you been actively involved with this issue?
- A written statement of instruction: Briefly describe a significant instructional learning experience you have had in the past year. What date or information drove that learning experience? How did you change? What impact did that change have on students?
- Faculty review of applicant's credentials and written statements
- A letter of recommendation
- Signed Licensure Limitation Form (acknowledges that this is a non-licensure program)

**Program Details:**
- Requires 30 SH for completion

**Required Courses**

**Program Core - 24 SH**

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Recommended Electives - 6 SH
EDL 510 Leadership and Organizational Development of Schools 3
EDL 512 Communication and Technological Skills for School Leaders 3
EDL 546 Perspectives and Administration of Educational Policy 3

Note: Other courses may be accepted with approval of the Educational Leadership Program Chair.

Administration and Supervision, Ed.S. (District Level Educational Leadership Track)

This program is designed to qualify licensed and experienced teachers to earn the credential necessary to become a superintendent in Illinois. For more details visit Licensure and Endorsements at NLU.

In addition to meeting the National College of Education Graduate Admission Requirements (p. 119), applicants must:

- Submit official transcripts from all institutions attended. Please note that only credit from regionally accredited institutions will be considered for transfer credit. Completion of baccalaureate and master's degrees from regionally accredited institutions must be verified. A grade point average of 3.25 or better in master's level courses is required of all applicants.
- Submit four letters of recommendation. Two of the four required letters should be completed by people associated with the applicant’s recent graduate work and two by people supervising the applicant’s professional work.
- Submit a professional resume or curriculum vitae.
- Provide written responses to substantive questions that directly speak to the applicant’s intellectual interests, professional goals, compatibility with program and commitments to the values of the program.
- Present documented evidence of at least two years of leadership in the educational field.
- Sit for an interview.

Program Details:
- Requires 44-48 SH for completion
- Requires an internship
- All of the hours in the Ed.S. Administration and Supervision (District Level Educational Leadership track only) can be applied toward the Ed.D. in Educational Leadership (p. 163) within 8 years. Applicants for each degree must be admitted to that degree.

Required Courses
Research - 9 SH
EDL 628 Organizational Inquiry 3
EDL 630 Understanding and Using Educational Research 3
ESR 630 Understanding and Using Educational Research 3
EDL 632 Data-driven Decision Making 3
ESR 632 Data-driven Decision Making 3

Educational Leadership Core - 35-39 SH
EDL 601 School Financial Management 3
EDL 604 Administrative Issues for Pluralistic Schools 3
EDL 605 Leading Change 3
EDL 606 Principles and Fundamentals of School Leadership 3
EDL 608 Community Engagement 3
EDL 620 School Leadership: Policy and Politics 3
EDL 622 Curriculum Planning, Organization and Evaluation 3
EDL 624 Professional Development and School Change 3
EDL 626 Instructional Leadership 3
EDL 690 Educational Leadership Internship 1 TO 12

Note: EDL 690 must be taken for a total of 12 SH. Candidates may have up to 4 SH of the course waived per the EDL program chair. The total number of hours for degree would then be 44.

Curriculum and Instruction Programs
The graduate program in Curriculum and Instruction offers concentrations to support teachers and preK–
12 education professionals to design, implement and evaluate the processes of curriculum and instruction.

National College of Education offers a Curriculum and Instruction, M.Ed. (p. Error! Bookmark not defined.) and a Curriculum and Instruction, C.A.S. (p. 131)

Those who already have a master’s degree should apply to the Curriculum and Instruction, C.A.S. (p. 131), while those without a master’s degree should apply to the Curriculum and Instruction, M.Ed. (p. Error! Bookmark not defined.)

Within each of these programs, applicants will choose a concentration in one of the below areas, some of which may lead to endorsement:

- Bilingual Education
- English as a Second Language
- ESL/Bilingual Education
- Personalized Option
- Science Education
- Social Studies
- Teaching for Conceptual Integration

Curriculum and Instruction, Certificate of Advanced Study

This program offers concentrations to support teachers and preK–12 educational professionals to design, implement and evaluate the processes of curriculum and instruction.

In addition to the National College of Education Graduate Admission Requirements (p. 119), applicants must:

- Be licensed teachers. Non-licensed applicants may be considered.

Program Details:

- Requires 30 SH for completion
- Requires the completion of one concentration from the list below

Concentrations:

- Bilingual Education (p. 209)
- English as a Second Language (p. 210)
- ESL/Bilingual Education (p. 211)
- Personalized Option (p. 211)
- Science Education (p. 212)
- Social Studies (p. 212)
- Teaching for Conceptual Integration (p. 213)

Required Courses

Program Core - 9 SH

CIC 503 Curriculum Design and Evaluation 3
CIC 504 Instructional Decision Making 3
CIC 592 Seminar: Educational Inquiries 3

Early Childhood Administration, M.Ed.

This online-only program is designed for current and aspiring leaders in the field of early childhood care and education. The curriculum provides students with a review and higher level understanding of child development, early childhood curriculum, discipline and guidance, family systems, assessment, social and cultural diversity and professional ethics. It also covers staff management and human relations, educational programming, legal and fiscal management, marketing and public relations, facilities management, technology and leadership and advocacy.

Students admitted into this program will have the opportunity to work toward attainment of the Illinois Director Credential (Level III Credential) while fulfilling the requirements for their graduate degree. Visit the Illinois Professional Development System for more details.

Concurrent work in an early childhood setting is strongly encouraged for all enrolled students.

Program Details:

- Requires 34 SH for completion

Required Courses

M.Ed. Core - 9 SH

EPS 500A Contemporary Survey of Child Development with a Focus on Early Childhood 3
ESR 505 Educational Inquiry and Assessment 3
FND 503 Historical and Philosophical Foundations of Early Childhood Education 3

Program Requirements - 25 SH

ECE 510 Child, Family and Community 3
ECE 512 Early Childhood Curriculum 2
ECE 515 Financial and Legal Aspects of Early Child Care Management 3
ECE 525 Strategies for Supervision and Staff Development TO 5
ECE 538  The Early Childhood Administrator:  Individual and Organizational Perspectives  2
ECE 540  Grant Writing and Fundraising for Early Childhood Programs  2
ECE 542  Public Relations and Marketing of Early Childhood Programs  2
ECE 544  Early Childhood Environments:  Design and Facilities Management  2
ECE 582G Workshop/Administration/Leadership and Editing for Effective Communication  1
ECE 582I Workshop/Administration/Connections  2 TO 6
EPS 526 Organizational Theory, Group Dynamics and Leadership Applications  .5 TO 3

Notes: ECE 525 and EPS 526 must be taken for 3 semester hours. ECE 582I must be taken for 2 semester hours.

Early Childhood Education, M.A.T.

National College of Education offers two different ways to earn the Early Childhood Education, M.A.T., and eligibility for an Illinois Professional Educator License endorsed for early childhood and self-contained general education (age 0 to grade 3).

The Early Childhood Education, M.A.T. (Alternative Teacher Licensure) (p. 132) is an immersion learning program that places teacher candidates in on-site residencies within high-needs schools.

The Early Childhood Education, M.A.T. (Traditional) (p. 134) is appropriate for most candidates.

Early Childhood Education, M.A.T. (Alternative Teacher Licensure Program)

This program is designed for those who do not have a Professional Educator License. It provides candidates with a comprehensive background for working with younger children in a variety of settings. Completion of this degree program leads to licensure by entitlement for a Professional Educator License endorsed for early childhood and self-contained general education (age 0 to grade 3) along with an ESL or Bilingual Education Endorsement.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
• Have a bachelor’s degree with a major in the content area of reading, English/language arts, mathematics or physical or social sciences
• Sit for a formal interview with National College of Education program faculty at least two weeks prior to the start of the first term
• Submit three academic or professional letters of recommendation (recommenders must be listed on the application)

Program Details:

• Requires 53 SH for completion
• Candidates must be admitted before starting the first term, Jumpstart
• To continue in the program, candidates must maintain an overall GPA of at least 3.0 each term and earn a "B" or better in all methods courses (ECE 501, ECE 505, ECE 506, RLL 537, MHE 482)
• Requires immersive school placement

Required Courses

Jumpstart Courses - 7 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 501</td>
<td>Early Childhood Instructional Methods/Primary/Language Arts and Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>EPS 513</td>
<td>Frameworks for Data Driven Instruction</td>
<td>1 TO 3</td>
</tr>
<tr>
<td>FND 501</td>
<td>Community Study</td>
<td>1</td>
</tr>
<tr>
<td>RLL 535</td>
<td>Foundations of Emergent Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: EPS 513 must be taken for 1 semester hour in Jumpstart.

Residency Year 1 Courses - 24 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>CIL 510</td>
<td>Assessment of ESL and Bilingual Education Students</td>
<td>3</td>
</tr>
<tr>
<td>CIL 531</td>
<td>Cross Cultural Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE 505</td>
<td>Early Childhood Instructional Methods/Preprimary/Language Arts/Literature/ Art/Music/Movement</td>
<td>2</td>
</tr>
<tr>
<td>ECE 506</td>
<td>Early Childhood Instructional Methods/Preprimary/Mathematics/Science/Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>MH 482</td>
<td>Instructional Methods/Primary/Math and Science</td>
<td>2</td>
</tr>
<tr>
<td>RLL 537</td>
<td>Early Literacy Methods PreK-3</td>
<td>3</td>
</tr>
</tbody>
</table>
SPE 500 Introduction to and Methods of Teaching Students with Disabilities 3
SPE 527 Differentiated and Individualized Curriculum and Instruction 3

Residency Year 2 Courses - 22 SH
CIL 500 Foundations of ESL and Bilingual Education 3
CIL 501 Introduction to Linguistics for TESOL 3
CIL 506 Methods and Materials for Teaching Bilingual Education 3
EPS 513 Frameworks for Data Driven Instruction 1 TO 3
EPS 541 Cognition and Instruction 1 TO 2
EPS 659 Studies in family-school partnerships and relationship-building 3
ESR 514 Research in Action: Becoming Practitioner Researchers 3
TIE 535 Designing Active Learning Environments with Innovative Technologies 1 TO 3

Notes: EPS 513 must be taken for 2 semester hours during Residency Year 2. EPS 541 must be taken for 2 semester hours. TIE 353 must be taken for 3 semester hours.

Each phase of this program includes benchmarks. Candidates must meet the below requirements to progress in the program.

During Jumpstart, candidates must:
- Complete the Jumpstart coursework
- Pass the Early Childhood content test (107)
- Obtain an educator license with stipulations with an alternative provisional educator endorsement
- Secure a placement in a public or appropriate private or charter school in an appropriate classroom as a full-time teacher or co-teacher

In order to enter Residency Year I, candidates must:
- Have a passing score on the Early Childhood content test (107)
- Hold an educator license with stipulations with an alternative provisional educator endorsement
- Have a placement as a full-time teacher or co-teacher in a public school, including without limitation a charter school, or in a State-recognized nonpublic school in which the chief administrator is required to have the licensure necessary to be a principal in a public school in this State and in which a majority of the teachers are required to have the licensure necessary to be instructors in a public school in this State
- Since candidates must have passed the Early Childhood content test (107) and obtained a placement prior to beginning the second term, they should plan ahead to ensure that these requirements are met

During Residency Year I, candidates must:
- Complete the Residency Year I coursework
- Pass the Assessment of Professional Teaching: APT 101 (Birth to Grade 3)
- Pass the edTPA (Teacher Performance Assessment) (except for the candidates beginning their second year of residency in or before the 2015-2016 school year, who shall be required to pass the edTPA during that year)

In order to enter Residency Year II, candidates must:
- Have successfully completed benchmark assessments that address required state and national standards
- Have a passing score on the Assessment of Professional Teaching: APT 101 (Birth to Grade 3)
- Have a passing score on the edTPA (Teacher Performance Assessment) (except for the candidates beginning their second year of residency in or before the 2015-2016 school year, who shall be required to pass the edTPA during that year)
- Receive a positive evaluation by and recommendation of the principal and program director

During Residency Year II, candidates must:
- Hold a one year full time teaching position. (The candidate must receive salary, benefits and any other terms of employment offered to teachers in the school who are members of an exclusive bargaining representative.)
- Receive a positive evaluation by and recommendation of the principal and program director
Early Childhood Education, M.A.T. (Traditional Program)

This program is designed for those who do not have a Professional Educator License. It provides candidates with a comprehensive background for working with younger children in a variety of settings. Completion of this degree program leads to licensure by entitlement for a Professional Educator License endorsed for early childhood and self-contained general education (age 0 to grade 3).

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)

Program Details:
- Requires 44 SH for completion
- Requires student teaching

Required Courses
MAT Early Childhood Education Core - 6 SH
ECE 504 Human Development: Infancy and Childhood 3
ECE 523 Historical and Philosophical Foundations of Early Childhood Education 3

Program Requirements - 38 SH
CIL 531 Cross Cultural Education 3
ECE 502 Quality Child Care for Infants and Toddlers 3
ECE 503 Teaching & Learning in Early Childhood Settings: Language Arts, Social Studies, Art, Music & Movement 3
ECE 507 Teaching and Learning in ECE Settings: Science and Math 3
ECE 510 Child, Family and Community 3
ECE 580 Internship in Early Childhood Education Primary Setting 3
ECE 589 Internship in Early Childhood Education Preprimary Setting 3
ECE 590 Student Teaching 5
ESR 504 Assessment and Curriculum Differentiation in Early Childhood Settings 3
RLL 535 Foundations of Emergent Literacy 3
RLL 537 Early Literacy Methods PreK-3 3
SPE 500 Introduction to and Methods of Teaching Students with Disabilities 3

Note: ECE 590 has specific enrollment requirements. See below for details.

Early Childhood Education Student Teaching Enrollment Requirements

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

Candidates must:
- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Pass the Early Childhood Content Test (107) before student teaching
- Complete all of their licensure courses except for ECE 590 (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a "B"
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

Educational Psychology, Certificate of Advanced Study

This certificate is designed for practicing teachers who already possess a graduate degree in Educational Psychology and who are interested in engaging in continuing graduate study that will add to their current professional competencies in areas like neuropsychology, counseling psychology or advanced intervention techniques.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must submit:
- Scores from the General Aptitude Section of the Graduate Record Examination (GRE) taken within the last five years
• Four letters of recommendation, at least two of which are academic in nature, regarding the applicant’s capacity for graduate work

• A professional resume or curriculum vitae describing relevant background and work experiences

**Program Details:**

• Requires 30 SH for completion

**Required Courses**

<table>
<thead>
<tr>
<th>CAS Core - 3 SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 546 Perspectives and Administration of Educational Policy</td>
</tr>
</tbody>
</table>

**Program Requirements - 27 SH**

Choose any EPS (p. 284) or EPD (p. 283) courses with advisor approval

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**Educational Psychology, M.Ed. (pre-certification)**

The M.Ed. is part of NLU’s School Psychology program and is intended for those who plan to continue on to earn the School Psychology Educational Specialist degree (Ed.S.) (p. 145) or the School Psychology Doctor of Education degree (Ed.D.) (p. 167), but who do not already have a master’s degree. At the time of applications, students will apply for both the M.Ed. program and either the Ed.S. or the Ed.D.

The M.Ed. program provides foundational knowledge of and opportunities to observe and use evidence-based practices in schools and with families to promote positive outcomes.

Coursework in this program may be applied toward the School Psychology endorsement on the Illinois Professional Educator License and certification requirements by the National Association of School Psychologists (NASP) for eligibility to be a Nationally Certified School Psychologist (NCSP).

Faculty review student progress to provide formative evaluation and prepare for the next phase of the program, either the Ed.S. or the Ed.D. Students are evaluated using a combination of course grades, portfolio assessments, field-based competencies and professional dispositions assessment.

**In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must submit the following materials:**

• At least two letters of recommendation, which are academic in nature, regarding the applicants capacity for graduate work

• Professional resume or curriculum vitae describing relevant background and work experiences

**Program Details:**

• Requires 33 SH for completion

• Requires up to one day per week of school-based and family-based practicum

**Required Courses**

<table>
<thead>
<tr>
<th>MED Core - 10 SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>FND 510 Social Justice Perspectives on the History and Philosophy of American Education</td>
</tr>
<tr>
<td>EPS 545 Cognition and Instruction and Curriculum (for School Psychology Majors)</td>
</tr>
<tr>
<td>ESR 502 Research Analysis Methods for Educational Psychologists</td>
</tr>
<tr>
<td>ESR 503 Applied Research Methods for Educational Psychologists</td>
</tr>
</tbody>
</table>

**Note:** FND 510 should be taken for 3 semester hours.

**Program Requirements - 23 SH**

| EPS 507 Developmental Psychopathology |
| EPS 530 Educational Assessment for Problem Solving |
| EPS 532 Cognitive Assessment |
| EPS 535 Working with Families and Children |
| EPS 539 Foundations of Behavioral Support |
| EPS 540 Introduction to School Psychology Practice |
| EPS 543 Social and Emotional Learning in the Schools: School-Wide Intervention |
| EPS 546 Methods of Intervention in a Tiered Service Delivery Model |
| EPS 563A School Psychology Practicum I |

**Notes:** EPS 535 must be taken for 3 semester hours. EPS 563A must be taken for a total of 3 semester hours.
Elementary Education, M.A.T.

National College of Education offers three different ways to earn the Elementary Education, M.A.T., and eligibility for an Illinois Professional Educator License endorsed for self-contained general education (Grades 1-6):

• The Elementary Education, M.A.T. (Alternative Certification) (p. 136) is offered only in partnership with a school district
• The Elementary Education, M.A.T. (Resident Teacher Program) (p. 136) is offered in partnership with the Academy for Urban School Leadership (AUSL)
• The Elementary Education, M.A.T. (Traditional) (p. 138) is appropriate for most candidates

Elementary Education, M.A.T. (Alternative Certification)

This route to the M.A.T. and teacher certification is for candidates accepted into one of NLU’s alternative certification partner programs. Candidates in these programs teach in Chicago Public Schools while completing their certification coursework.

Students working for this certification hold a one-year PROVISIONAL certificate during the first year. After completing certification courses and a year-long internship, they receive an ALTERNATIVE CERTIFICATE.

Teachers may apply for an INITIAL CERTIFICATE (the standard Type 03) after four years of teaching.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)

Program Details:

• Requires 34 SH for completion
• Candidates must complete General Education Requirements before the end of the second term or before the start of the third term:
  • Communication – 2 SH
  • Literature – 2 SH
  • Fine Arts – 2 SH
  • Global/Multicultural – 2 SH
  • History/Political Science – 2 SH
  • Biological/Physical Science – 2 SH

• Math – 6 SH
• Requires an internship

Required Courses

MAT Core - 9 SH

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 511</td>
<td>Human Learning and Development in Instructional Contexts</td>
<td>2 OR</td>
</tr>
<tr>
<td>ESR 514</td>
<td>Research in Action: Becoming Practitioner Researchers</td>
<td>3</td>
</tr>
<tr>
<td>FND 510</td>
<td>Social Justice Perspectives on the History and Philosophy of American Education</td>
<td>1 TO 3</td>
</tr>
</tbody>
</table>

Note: EPS 511 and FND 510 must be taken for 3 semester hours.

Program Courses - 21 SH

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 500</td>
<td>Introduction to and Methods of Teaching Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>ELE 540</td>
<td>Elementary Methods across the Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>RLL 540</td>
<td>Methods and Materials for Teaching Reading and Language Arts: Alternative Certification</td>
<td>3</td>
</tr>
<tr>
<td>ELE 592</td>
<td>Elementary Education: Alternative Certification Internship</td>
<td>3</td>
</tr>
<tr>
<td>ELE 545</td>
<td>Methods for Teaching Arts Education</td>
<td>1</td>
</tr>
<tr>
<td>ELE 547</td>
<td>Methods for Teaching Health and Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: ELE 592 must be taken for 9 SH.

Program Electives - 4 SH

Choose 4 SH of NCE graduate courses with advisor approval

Note: ELE 583A cannot be used as an elective for the degree.

Elementary Education, M.A.T. (Resident Teacher Program)

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Elementary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a Master of Arts in Teaching degree from NLU.
Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for an Illinois Professional Educator License endorsed for self-contained general education (kindergarten to grade 9). Visit Licensure and Endorsements at NLU for more details.

**In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:**

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)

### Program Details:

- Requires 36 SH for completion
- Candidates must complete General Education Requirements before the end of the second term or before the start of the third term:
  - Communication – 2 SH
  - Literature – 2 SH
  - Fine Arts – 2 SH
  - Global/Multicultural – 2 SH
  - History/Political Science – 2 SH
  - Biological/Physical Science – 2 SH
  - Math – 6 SH
- Requires practicum
- Requires student teaching

### Required Courses

**MAT Core - 9 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 511</td>
<td>Human Learning and Development in Instructional Contexts</td>
<td>2 OR 3</td>
</tr>
<tr>
<td>ESR 514</td>
<td>Research in Action: Becoming Practitioner Researchers</td>
<td>3</td>
</tr>
<tr>
<td>FND 510</td>
<td>Social Justice Perspectives on the History and Philosophy of American Education</td>
<td>1 TO 3</td>
</tr>
</tbody>
</table>

Note: EPS 511 and FND 510 must be taken for 3 semester hours.

**Program Courses - 27 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 587</td>
<td>Resident Teacher Practicum for Elementary Education</td>
<td>1 OR 2</td>
</tr>
<tr>
<td>ELE 597</td>
<td>Resident Student Teaching for Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>SPE 500</td>
<td>Introduction to and Methods of Teaching Students with Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLL 538</td>
<td>Literacy Methods: K-4</td>
<td>1 TO 2</td>
</tr>
<tr>
<td>RLL 539</td>
<td>Literacy Methods II: Grades 5-9</td>
<td>2</td>
</tr>
<tr>
<td>MHE 480B</td>
<td>Methods for Teaching Elementary Schools Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>ELE 545</td>
<td>Methods for Teaching Arts Education</td>
<td>1</td>
</tr>
<tr>
<td>ELE 547</td>
<td>Methods for Teaching Health and Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>SCE 480B</td>
<td>Methods of Teaching Science</td>
<td>2</td>
</tr>
<tr>
<td>CIS 480B</td>
<td>Methods of Teaching Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>TIE 535</td>
<td>Designing Active Learning Environments with Innovative Technology</td>
<td>1 TO 3</td>
</tr>
</tbody>
</table>

Notes: ELE 587 must be taken for a total of 3 semester hours. ELE 597 must be taken for a total of 6 semester hours. RLL 538 must be taken for 2 semester hours. TIE 535 must be taken for 3 semester hours.

**Elementary Education Student Teaching Enrollment Requirements**

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Pass the Elementary/Middle Grades Content Test (110) before student teaching
- Complete all of their licensure courses except for ELE 597 (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as
indicated by licensure coursework and departmental assessments

Elementary Education, M.A.T. (Traditional Program)

This program is designed for students with baccalaureate degrees seeking an Illinois Professional Educator License endorsed for self-contained general education (Grades 1-6). Visit Licensure and Endorsement at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)

Program Details:
- Requires 43 SH for completion
- Candidates cannot be admitted to the program with more than two General Education deficiencies
- Candidates must complete General Education Requirements before the end of the second term or before the start of the third term:
  - Communication – 2 SH
  - Literature – 2 SH
  - Fine Arts – 2 SH
  - Social Science – 8 SH covering at least four of the following areas: history, geography, civics and government, economics of Illinois, US and the world
  - Science – 6 SH covering at least three of the following areas: biology, environmental science, chemistry, earth and space, general or physical science
  - Math – 3 SH
- Requires observations
- Requires practicum
- Requires student teaching
- Requires a professional portfolio

Required Courses
MAT Core - 7 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FND 510</td>
<td>Social Justice Perspectives on the History and Philosophy of American Education</td>
<td>1 TO 3</td>
</tr>
</tbody>
</table>

Note: EPS 511 and ESR 514 must be taken for 2 semester hours.

Program Requirements - 36 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 500</td>
<td>Elementary Education Practicum I: Teaching and Learning in Diverse Settings</td>
<td>3</td>
</tr>
<tr>
<td>SPE 500</td>
<td>Introduction to and Methods of Teaching Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>ELE 510</td>
<td>Elementary Education Practicum II: Advanced Teaching and Learning in Diverse Settings</td>
<td>3</td>
</tr>
<tr>
<td>ELE 590</td>
<td>Elementary Education: Student Teaching</td>
<td>6</td>
</tr>
<tr>
<td>ELE 545</td>
<td>Methods for Teaching Arts Education</td>
<td>1</td>
</tr>
<tr>
<td>ELE 547</td>
<td>Methods for Teaching Arts Education</td>
<td>1</td>
</tr>
<tr>
<td>CIS 480B</td>
<td>Methods of Teaching Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>MHE 480B</td>
<td>Methods for Teaching Elementary Schools Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>SCE 480B</td>
<td>Methods of Teaching Science</td>
<td>2</td>
</tr>
<tr>
<td>RLL 538</td>
<td>Literacy Methods: K-4</td>
<td>1 TO 2</td>
</tr>
<tr>
<td>RLR 550</td>
<td>Teaching Reading Comprehension and Content Literacy in Grades 1-6</td>
<td>2</td>
</tr>
<tr>
<td>CIL 531</td>
<td>Cross Cultural Education</td>
<td>3</td>
</tr>
<tr>
<td>MHE 450</td>
<td>Mathematics for Elementary and Middle School Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ELE 505</td>
<td>Instructional Practices in Context: Curriculum, Assessment, and Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: RLL 538 must be taken for 2 semester hours.

Elementary Education Student Teaching Enrollment Requirements

Admission to and continuance in student teaching are contingent on the following actions.
Candidates must:
- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and
acknowledgement of Mandated Reporter status form

- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Pass the Elementary/Middle Grades Content Test (110) before student teaching
- Complete all of their licensure courses prior to ELE 590 (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

General Special Education

NCE’s General Special Education programs are designed for those who are interested in special education but are not seeking licensure or endorsement.

The General Special Education, M.Ed. (p. 139) is intended for those who do not have a master’s degree.

The General Special Education, C.A.S. (p. 139) is for those who already have a master’s degree.

If you are seeking licensure or endorsement, please see the Special Education programs (p. 146).

General Special Education, M.Ed.

This degree prepares candidates for a variety of roles working with children and adolescents with exceptional needs.

Program Details:
- Requires 34 SH for completion

Required Courses
MED Core - 8 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 541</td>
<td>Cognition and Instruction</td>
<td>1</td>
</tr>
<tr>
<td>ESR 505</td>
<td>Educational Inquiry and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ESR 506</td>
<td>Educational Inquiry and Assessment</td>
<td>2</td>
</tr>
</tbody>
</table>

FND 511 Social and Cultural Politics of Education: Personal and Contextual Perspectives 3

Note: EPS 541 must be taken for 2 semester hours.

General Special Education Program Requirements - 8 SH

SPE 506 Frameworks, Perspectives, and Collaboration in Special Education 3

SPE 502 Language Development and Challenges in Children and Adolescents 2

SPE 503 Collaborative and Consultative Teaming and Teaching 3

General Special Education Electives - 18 SH
Choose 18 SH of NCE graduate courses with advisor approval

General Special Education, Certificate of Advanced Study

This certificate prepares candidates for a variety of roles working with children and adolescents with exceptional needs.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:
- Submit official scores from the Miller Analogies Test (waived for applicants with a GPA of 3.0 or higher)

Program Details:
- Requires 30 SH for completion

Required Courses
CAS Core - 3 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 546</td>
<td>Perspectives and Administration of Educational Policy 3</td>
<td></td>
</tr>
</tbody>
</table>

General Special Education Program Requirements - 8 SH

SPE 506 Frameworks, Perspectives, and Collaboration in Special Education 3

SPE 502 Language Development and Challenges in Children and Adolescents 2

SPE 503 Collaborative and Consultative Teaming and Teaching 3

General Special Education Electives - 19 SH
Choose 19 SH of NCE graduate courses with advisor approval
Language and Literacy Education

NCE's Language and Literacy Education programs are designed for students interested in studying, designing and implementing transformative approaches in language arts instruction in classrooms and libraries.

The Language and Literacy Education, M.Ed. (p. 140) is intended for those who do not have a master's degree.

The Language and Literacy Education, C.A.S. (p. 140) is intended for those who already have a master's degree.

Language and Literacy Education, M.Ed.

This program is designed for students interested in studying, designing and implementing transformative approaches for language arts instruction in classrooms and libraries.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

• Have a valid Professional Educator License
• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)

Program Details:

• Requires 32 SH for completion

Required Courses

MED Core - 8 SH

ESR 505 Educational Inquiry and Assessment 3
FND 511 Social and Cultural Politics of Education: Personal and Contextual Perspectives 3
EPS 541 Cognition and Instruction 1 TO 2

Note: EPS 541 must be taken for 2 semester hours.

Reading Program - 14 SH

RLL 520 Survey of Youth Literature, PreK-12 3
or
RLL 528 Diverse Perspectives in Youth Literature, PreK-12 3
and
RLL 533 Language Development and Variation 2
RLL 593 Seminar in Language Arts/Literature/Library Education 2

RLR 502 Teaching Comprehension and Content Area Reading 3
RLS 514 Teaching Research to Children and Adolescents 2
RLW 541 Teaching Writing 2

Note: RLL 520 must be taken for 3 semester hours.

Language and Literacy Education, Certificate of Advanced Study

This certificate is designed for students interested in studying, designing and implementing transformative approaches for language arts instruction in classrooms and libraries.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

• Have a valid Professional Educator License
• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)

Program Details:

• Requires 30 SH for completion

Required Courses

CAS Core - 3 SH

EDL 546 Perspectives and Administration of Educational Policy 3

Reading Program - 14 SH

RLL 520 Survey of Youth Literature, PreK-12 3
or
RLL 528 Diverse Perspectives in Youth Literature, PreK-12 3
and
RLL 533 Language Development and Variation 2
RLL 593 Seminar in Language Arts/Literature/Library Education 2
RLL 502 Teaching Comprehension and Content Area Reading 3
RLL 514 Teaching Research to Children and Adolescents 2
RLW 541 Teaching Writing 2

Note: RLL 520 must be taken for 3 semester hours.
Reading Electives - 13 SH
Choose 13 SH of RLL (p. 369), RLR (p. 374) or RLW (p. 376) graduate courses with advisor approval. No workshops will be accepted.

Mathematics Education
NCE's Mathematics Education programs are designed to help preK–8 teachers develop professionally as classroom leaders of mathematics and become teacher-leaders in their schools and districts.

The Mathematics Education, M.Ed. (p. 141) is intended for those who do not have a master's degree.

The Mathematics Education, C.A.S. (p. 141) is intended for those who already have a master's degree.

Mathematics Education, M.Ed.
This program is designed to help preK–8 teachers develop professionally as classroom teachers of mathematics and become teacher-leaders in their schools and districts.

In addition to National College of Education Graduate Admission Requirements (p. 119), applicants must:
• Have a valid Professional Educator License

Program Details:
• Requires 32 SH for completion
• Requires a focus in either Elementary Math Specialist OR Middle School Math Specialist

Required Courses
MED Core - 8 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 541</td>
<td>Cognition and Instruction</td>
<td>1 TO 2</td>
</tr>
<tr>
<td>ESR 505</td>
<td>Educational Inquiry and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>FND 511</td>
<td>Social and Cultural Politics of Education: Personal and Contextual Perspectives</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: EPS 541 must be taken for 2 semester hours.

Mathematics Education Program Requirements - 18 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHE 501</td>
<td>Topics in Math for Teachers: Number Concepts &amp; Operations in the Elementary &amp; Middle School Math Cur</td>
<td>3</td>
</tr>
<tr>
<td>MHE 502</td>
<td>Topics in Mathematics for Teachers: Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MHE 523</td>
<td>Perspectives on Exceptionality in Mathematics Learning</td>
<td>3</td>
</tr>
<tr>
<td>MHE 550A</td>
<td>Early Intervention in Mathematics: Theory and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>MHE 593</td>
<td>Seminar in Mathematics Education</td>
<td>3</td>
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</tbody>
</table>

Elementary Math Focus - 6 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHE 510</td>
<td>Topics in Mathematics for Teachers: Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MHE 523</td>
<td>Perspectives on Exceptionality in Mathematics Learning</td>
<td>3</td>
</tr>
<tr>
<td>MHE 550A</td>
<td>Early Intervention in Mathematics: Theory and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>MHE 593</td>
<td>Seminar in Mathematics Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Mathematics Education, Certificate of Advanced Study
This program is designed to help preK–8 teachers develop professionally as classroom teachers of mathematics and become teacher-leaders in their schools and districts.

Program Details:
• Requires 30 SH for completion
• Requires a focus in either Elementary Math Specialist OR Middle School Math Specialist

CAS Core - 6 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 546</td>
<td>Perspectives and Administration of Educational Policy</td>
<td>3</td>
</tr>
<tr>
<td>ESR 505</td>
<td>Educational Inquiry and Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

Mathematics Education Program Requirements - 18 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHE 501</td>
<td>Topics in Math for Teachers: Number Concepts &amp; Operations in the Elementary &amp; Middle School Math Cur</td>
<td>3</td>
</tr>
<tr>
<td>MHE 502</td>
<td>Topics in Mathematics for Teachers: Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MHE 512</td>
<td>Topics in Mathematics for Teachers: Statistics and Probability</td>
<td>3</td>
</tr>
<tr>
<td>MHE 510</td>
<td>Topics in Mathematics for Teachers: Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MHE 523</td>
<td>Perspectives on Exceptionality in Mathematics Learning</td>
<td>3</td>
</tr>
<tr>
<td>MHE 550A</td>
<td>Early Intervention in Mathematics: Theory and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>MHE 593</td>
<td>Seminar in Mathematics Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Elementary Math Focus - 6 SH
In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

- Have a valid Professional Educator License
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)

**Program Details:**

- Requires 36 SH for completion
- Requires a five-week summer practicum
- Requires membership in professional literacy organization
- Requires an electronic portfolio

**Required Courses**

**MED Core - 8 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESR 505</td>
<td>Educational Inquiry and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>FND 511</td>
<td>Social and Cultural Politics of Education: Personal and Contextual Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>EPS 541</td>
<td>Cognition and Instruction</td>
<td>1 TO 2</td>
</tr>
</tbody>
</table>

Note: EPS 541 must be taken for 2 semester hours.

**Program - 27 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLR 501</td>
<td>Teaching Beginning Literacy</td>
<td>3</td>
</tr>
<tr>
<td>RLR 502</td>
<td>Teaching Comprehension and Content Area Reading</td>
<td>3</td>
</tr>
<tr>
<td>RLR 510</td>
<td>Diagnosis and Assessment of Reading</td>
<td>3</td>
</tr>
<tr>
<td>RLR 511</td>
<td>Instructional Strategies for Literacy Interventions</td>
<td>3</td>
</tr>
<tr>
<td>RLR 592A</td>
<td>Practicum: Literacy Interventions for Elementary Students</td>
<td>2</td>
</tr>
<tr>
<td>RLR 592B</td>
<td>Practicum: Literacy Interventions for Secondary Students</td>
<td>2</td>
</tr>
<tr>
<td>RLR 593</td>
<td>Seminar in Reading Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: RLL 520 must be taken for 3 semester hours.

**Reading Elective - 1 SH**
Choose 1 SH of RLL (p. 369), RLR (p. 374), or RLW (p. 376) coursework with advisor approval. No workshops will be accepted.

Reading, Certificate of Advanced Study (Reading Specialist)

This program is designed for teachers already holding a Professional Educator License who are interested in developing their literacy teaching or in applying to be Reading Specialists. The reading sequence fulfills the state of Illinois guidelines for the Reading Specialist Endorsement. Visit the Illinois State Board of Education for specific requirements, updates and amendments.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

- Have a valid Professional Educator License
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)

Program Details:

- Requires 32 SH for completion
- Requires a five-week summer practicum
- Requires membership in professional literacy organization
- Requires an electronic portfolio

Required Courses

CAS Core - 3 SH
EDL 546 Perspectives and Administration of Educational Policy 3

Reading Program - 27 SH
RLR 501 Teaching Beginning Literacy 3
RLR 502 Teaching Comprehension and Content Area Reading 3
RLW 541 Teaching Writing 2
RLL 520 Survey of Youth Literature, PreK-12 3
or RLL 528 Diverse Perspectives in Youth Literature, PreK-12 3
and RLR 510 Diagnosis and Assessment of Reading 3
RLR 511 Instructional Strategies for Literacy Interventions 3
RLR 592A Practicum: Literacy Interventions for Elementary Students 2
RLR 592B Practicum: Literacy Interventions for Secondary Students 2
RLR 518 Leadership and Staff Development in Reading 3
RLR 593 Seminar in Reading Research 3

Note: RLL 520 must be taken for 3 semester hours.

Reading Electives - 2 SH
Choose 2 SH of RLL (p. 369), RLR (p. 374) or RLW (p. 376) courses with advisor approval. No workshops will be accepted.

Reading, M.Ed. (Reading Teacher Option)

This program is designed for teachers already holding a Professional Educator Licence who are interested in developing their literacy teaching or in applying to be Reading Teachers. The reading sequence fulfills the state of Illinois guidelines for the preparation of Reading Teachers. Visit the Illinois State Board of Education for specific requirements, updates and amendments.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

- Have a valid Professional Educator License
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)

Program Details:

- Requires 36 SH for completion
- Requires a five-week summer practicum
- Requires membership in professional literacy organization
- Requires an electronic portfolio

Required Courses

MED Core - 8 SH
ESR 505 Educational Inquiry and Assessment 3
EPS 541 Cognition and Instruction 1 TO 2
FND 511 Social and Cultural Politics of Education: Personal and Contextual Perspectives 3

Note: EPS 541 must be taken for 2 semester hours.

Reading Program - 21 SH
RLR 501 Teaching Beginning Literacy 3
RLR 502  Teaching Comprehension and Content Area Reading  3
RLW 541  Teaching Writing  2
RLL 520  Survey of Youth Literature, PreK-12  3
or
RLL 528  Diverse Perspectives in Youth Literature, PreK-12  3
and
RLR 510  Diagnosis and Assessment of Reading  3
RLR 511  Instructional Strategies for Literacy Interventions  3
RLR 592A  Practicum: Literacy Interventions for Elementary Students  2
RLR 592B  Practicum: Literacy Interventions for Secondary Students  2

Note: RLL 520 must be taken for 3 semester hours.

Reading Electives - 7 SH
Choose 7 SH of RLL (p. 369), RLR (p. 374) or RLW (p. 376) courses with advisor approval. No workshops will be accepted.

Note: CIL 511 and CIL 512 will also be accepted.

Required Courses
CAS Core - 3 SH
EDL 546  Perspectives and Administration of Educational Policy  3

Reading Program - 21 SH
RLR 501  Teaching Beginning Literacy  3
RLR 502  Teaching Comprehension and Content Area Reading  3
RLW 541  Teaching Writing  2
RLL 520  Survey of Youth Literature, PreK-12  3
or
RLL 528  Diverse Perspectives in Youth Literature, PreK-12  3
and
RLR 510  Diagnosis and Assessment of Reading  3
RLR 511  Instructional Strategies for Literacy Interventions  3
RLR 592A  Practicum: Literacy Interventions for Elementary Students  2
RLR 592B  Practicum: Literacy Interventions for Secondary Students  2

Note: RLL 520 must be taken for 3 semester hours.

Reading Electives - 8 SH
Choose 8 SH of RLL (p. 369), RLR (p. 374) or RLW (p. 376) courses with advisor approval. No workshops will be accepted.

Note: CIL 511 and CIL 512 may also be accepted.

Reading, Certificate of Advanced Study (Reading Teacher Option)
This program is designed for teachers already holding a Professional Educator License who are interested in developing their literacy teaching or in applying to be Reading Teachers. The reading sequence fulfills the state of Illinois guidelines for the preparation of Reading Teachers. Visit the Illinois State Board of Education for specific requirements, updates and amendments.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

- Have a valid Professional Educator License
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
- Have at least two years of full-time contract teaching under a valid and active Professional Educator License

This certificate requires:

- 32 SH
- A five-week summer practicum
- Membership in professional literacy organization
- An electronic portfolio

Reading and Language, Ed.S.
This degree is designed to meet the needs of school leaders who wish to deepen their knowledge and expertise in literacy, but who do not wish to pursue a doctoral degree.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

- Submit official scores from the Graduate Records Exam (GRE)
- Be a licensed teacher
- Have a master's degree with an emphasis in reading or literacy from a regionally accredited institution, including:
  - One graduate course in beginning reading
• A second graduate course in comprehension or secondary/content area reading,
• A course in linguistics and a course in writing instruction
• For promising candidates not demonstrating such preparation, appropriate coursework is required as a pre- or post-admission requirement

Program Details:
• Requires 30 SH for completion
• Requires a comprehensive examination

Required Courses
Reading and Language Program Requirements - 17 SH
RLD 600 Language, Linguistics and Literacy 3
RLD 601 Research in Early Literacy (Orthography and Word Recognition) 3
RLD 602 Reading Comprehension: Research and Application 3
RLD 606 Instruction and Staff Development in Reading and Language 3
RLD 607 Theory and Research in Writing 3

Reading and Language Program Electives - 13 SH
RLL 533 Language Development and Variation 2
RLW 541 Teaching Writing 2
RLR 501 Teaching Beginning Literacy 3
RLR 502 Teaching Comprehension and Content Area Reading 3

Notes: Other RLD (p. 368), RLR (p. 374), RLL (p. 369) or RLW (p. 376) courses at the 500- or 600-level and approved by an advisor may be accepted. No workshops will be accepted.

School Psychology, Ed.S.
This program is designed for applicants who seek to be school psychologists, endorsed by the Illinois State Board of Education (ISBE). For students without a previous graduate degree, the Educational Psychology, M.Ed. (p. 135) is earned as part of this degree. The purpose is to provide more advanced knowledge and skills in evidence-based practices in schools and with families to promote positive outcomes.

Faculty review student progress annually to provide formative evaluation and prepare for the next phase of the program. Students are evaluated using a combination of course grades, portfolio assessments, field-based competencies, and professional dispositions assessment,

Students who successfully complete the Educational Psychology, M.Ed., and the School Psychology, Ed.S., coursework are eligible for an endorsement in school psychology from the State of Illinois and certification by the National Association of School Psychologists (NASP) as Nationally Certified School Psychologists (NCSP).

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:
• At least two letters of recommendation, which are academic in nature, regarding the applicants capacity for graduate work
• Submit a professional resume or curriculum vitae describing relevant background and work experiences
• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
• Note: Applicants may apply to the Ed.S. degree at the time they apply to the M.Ed master’s degree
• Note: Applicants who already hold a master’s degree from a regionally accredited institution may apply to the Ed.S. per required admission criteria

Program Details:
• Requires 33 SH–36 SH beyond the prerequisite courses in the M.Ed.
• Students who receive two or more “C” or lower grades will be dropped from the program
• Requires a two-day per week practicum in school and family settings
• Requires a full-school year, paid internship in public schools

Required Courses
School Psychology Program - 33–36 SH
EPS 544 Social and Emotional Learning in the Schools: Individual and Group Interventions 3
EPS 561A Theory and Practice of School-Based Consultation I 2
EPS 561B Theory and Practice of School-Based Consultation II 2
EPS 561C Theory and Practice of School-Based Consultation III 2
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<tr>
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<th>Course Name</th>
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<tbody>
<tr>
<td>EPS 563B</td>
<td>School Psychology Practicum II</td>
<td>1 TO 3</td>
</tr>
<tr>
<td>EPS 563C</td>
<td>Working with Families and Children Practicum</td>
<td>1 TO 3</td>
</tr>
<tr>
<td>EPS 590</td>
<td>Internship in School Psychology</td>
<td>2</td>
</tr>
<tr>
<td>EPS 593</td>
<td>Professional Issues in School Psychology</td>
<td>1</td>
</tr>
<tr>
<td>EPS 647</td>
<td>Interventions in Schools with Multicultural Students</td>
<td>3</td>
</tr>
<tr>
<td>SPE 500</td>
<td>Introduction to and Methods of Teaching Students with Disabilities</td>
<td>3</td>
</tr>
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</table>

Notes: EPS 563B must be taken for a total of 9 semester hours. EPS 563C must be taken for a total of 3 semester hours. EPS 590 must be taken for a total of 6 semester hours. EPS 593 must be taken for a total of 3 semester hours. Students who have taken SPE 500 or its equivalent may have the course waived.

Secondary Education, M.A.T.

NCE offers two ways to earn the Secondary Education, M.A.T. and a Professional Educator License or alternative certification:

- The Secondary Education, M.A.T. (Resident Teacher Program) (p. 146) is offered in partnership with the Academy for Urban School Leadership (AUSL)
- The Secondary Education, M.A.T. (Traditional) (p. 146) is appropriate for most candidates

In both versions of the M.A.T., candidates must choose one of the following disciplines:

- Biological Science
- English/Language Arts
- Foreign Language
- Mathematics
- Physical Science
- Social Studies

Secondary Education, M.A.T. (Traditional Program)

The Secondary Education, M.A.T., Traditional Program, leads to a master’s degree and a Professional Educator License endorsed for the applicable grade level and content-area endorsement in one of six disciplines below:

- Biological Science (p. 215)
- English/Language Arts (p. 218)
- Foreign Languages (p. 222)
- Mathematics (p. 225)
- Physical Sciences (p. 229)
- Social Studies (p. 233)

Please select a discipline to learn about degree requirements and coursework.

Secondary Education, M.A.T. (Resident Teacher Program)

The Secondary Education, M.A.T., Resident Teacher Program, leads to a master’s degree and a Professional Educator License, endorsed for the applicable grade level and content-area endorsement in one of six disciplines listed below:

- Biological Science (p. 213)
- English/Language Arts (p. 217)
- Foreign Languages (p. 220)
- Mathematics (p. 223)
- Physical Sciences (p. 228)
- Social Studies (p. 231)

Select a discipline to learn more about degree requirements and coursework.

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in classrooms of Chicago Public Schools with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Special Education

NCE offers the following Special Education programs, designed to prepare candidates for a variety of roles working with children and adolescents with exceptional learning needs:

- Special Education, M.A.T. (p. 147)
- Special Education, M.Ed. (p. 151)
The M.A.T. is intended for those candidates seeking an Illinois Professional Educator License.

The M.Ed. is intended for those candidates who already have a Professional Educator License, but are endorsed in an area or level other than special education.

If you are not seeking licensure, please see the General Special Education program (p. 139).

Special Education, M.A.T.

NCE offers three versions of the Special Education, M.A.T:

- The Special Education, M.A.T. (Alternative Teacher Licensure) (p. 148) is for candidates accepted into one of NLU’s alternative teacher licensure partner programs
- The Special Education, M.A.T. (Resident Teacher Program) (p. 150) is offered in partnership with the Academy of Urban School Leadership (AUSL)
- The Special Education, M.A.T. (Traditional Program) (p. 147) is appropriate for most candidates

Special Education, M.A.T. (Traditional Program)

This program prepares candidates for a variety of roles working with children and adolescents with exceptional needs. It is designed for students with baccalaureate degrees seeking the a Professional Educator License endorsed for LBS I (preK to age 21). Visit Licensure and Endorsements at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)

Program Details:

- Requires 44 SH for completion
- Please note, any candidate who wishes to teach in a preK special education setting must have completed SPE 510, SPE 532, SPE 533 and SPE 534
- Requires practicum

Required Courses

MAT Core - 7 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>EPS 511</td>
<td>Human Learning and Development in Instructional Contexts</td>
<td>2</td>
</tr>
<tr>
<td>ESR 514</td>
<td>Research in Action: Becoming Practitioner Researchers</td>
<td>3</td>
</tr>
<tr>
<td>FND 510</td>
<td>Social Justice Perspectives on the History and Philosophy of American Education</td>
<td>1 TO 3</td>
</tr>
</tbody>
</table>

Note: EPS 511 and FND 510 must be taken for 2 semester hours.

Program Requirements - 37 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 500</td>
<td>Introduction to and Methods of Teaching Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 501</td>
<td>Educational and Diagnostic Assessment of Exceptional Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>SPE 506</td>
<td>Frameworks, Perspectives, and Collaboration in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPE 507</td>
<td>Methods of Social/Emotional Support</td>
<td>3</td>
</tr>
<tr>
<td>SPE 508</td>
<td>Literacy Across the Curriculum for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 509</td>
<td>Literacy Instruction for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPE 523</td>
<td>Teaching Students with Math Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 572</td>
<td>Practicum I</td>
<td>2 OR 3</td>
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<tr>
<td>SPE 573</td>
<td>Differentiated and Inclusive Curriculum &amp; Instruction I</td>
<td>3</td>
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<tr>
<td>SPE 576</td>
<td>Practicum 2: Curricular Content Strategies for the Inclusive Classroom</td>
<td>3</td>
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<tr>
<td>SPE 592C</td>
<td>Practicum/Teaching Children and Adolescents with Special Needs</td>
<td>2 TO 6</td>
</tr>
<tr>
<td>SPE 502</td>
<td>Language Development and Challenges in Children and Adolescents</td>
<td>2</td>
</tr>
<tr>
<td>SPE 526</td>
<td>Expressive Language Difficulties: Impact on Academic Learning</td>
<td>2</td>
</tr>
</tbody>
</table>

Notes: SPE 572 must be taken for 3 semester hours. SPE 592C must be taken for a total of 5 semester hours. SPE 500 may be waived per advisor.

Special Education Practicum/Student Teaching Enrollment Requirements
Admission to and continuance in student teaching are contingent on the following actions.
Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Pass the LBSI (155) and Special Education General Curriculum (163) Content Tests before student teaching/practicum
- Complete all of their licensure courses except for SPE 592C
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

**Special Education, M.A.T. (Alternative Teacher Licensure)**

This route to the M.A.T. and teacher licensure is for candidates accepted into one of NLU's partner programs. Candidates in these programs teach in high-needs schools while earning their degrees and licenses with endorsements in Special Education LBS I (pre-K to age 21). A specialized mentoring program will be in place to support and guide the teacher candidates throughout the two years of the program.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

- Be admitted before starting the first term of Jumpstart
- Have a bachelor's degree from a regionally accredited institution with a major in the content area of reading, English/language arts, mathematics or one of the sciences

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
- Sit for a formal interview with NCE program faculty at least two weeks prior to the start of the first term
- Three academic or professional letters of recommendation (recommenders must be listed on the application)

**Program Details:**

- Requires 49 SH for completion
- Please note, any candidate who wishes to teach in a preK special education setting must have completed SPE 510, SPE 532, SPE 533 and SPE 534

**Required Courses**

**Jumpstart - 10 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 500</td>
<td>Introduction to and Methods of Teaching Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 509</td>
<td>Literacy Instruction for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPE 527</td>
<td>Differentiated and Individualized Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EPS 513</td>
<td>Frameworks for Data Driven Instruction</td>
<td>1 TO 3</td>
</tr>
</tbody>
</table>

Note: EPS 513 must be taken for 1 semester hour during Jumpstart.

**Residency Year 1 - 18 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 501</td>
<td>Educational and Diagnostic Assessment of Exceptional Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>SPE 502</td>
<td>Language Development and Challenges in Children and Adolescents</td>
<td>2</td>
</tr>
<tr>
<td>SPE 506</td>
<td>Frameworks, Perspectives, and Collaboration in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPE 508</td>
<td>Literacy Across the Curriculum for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 523</td>
<td>Teaching Students with Math Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 587</td>
<td>Seminar/Teaching Children and Adolescents with Special Needs</td>
<td>.5 TO 6</td>
</tr>
<tr>
<td>FND 501</td>
<td>Community Study</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: SPE 587 must be taken for 3 semester hours during Residency Year 1.

**Residency Year 2 - 21 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 507</td>
<td>Methods of Social/Emotional Support</td>
<td>3</td>
</tr>
</tbody>
</table>
NATIONAL COLLEGE OF EDUCATION

SPE 545  Assistive Technology                        2
SPE 587  Seminar/Teaching Children and Adolescents with Special Needs  TO  5
            TO  6
EPS 513  Frameworks for Data Driven Instruction                                     1
                      TO  3
EPS 541  Cognition and Instruction                                                     1
                      TO  2
EPS 659  Studies in family-school partnerships and relationship-building          3
ESR 514  Research in Action: Becoming Practitioner Researchers                     3
TIE 535  Designing Active Learning Environments with Innovative Technologies  TO  1
                      TO  3

Note: SPE 587 must be taken for 3 semester hours during Residency Year 2. EPS 513 must be taken for 2 semester hours during Residency Year 2. EPS 541 must be taken for 2 semester hours. TIE 535 must be taken for 3 semester hours.

Each phase of this program includes benchmarks. Candidates must meet the below requirements to progress in the program.

During Jumpstart, candidates must:

- Complete the Jumpstart coursework (see below).
- Pass the relevant content area tests: LBS I (155); and Special Education General Curriculum (163).
- Obtain educator license with stipulations with an alternative provisional educator endorsement
- Secure a placement in a public or appropriate private or charter school in an appropriate classroom as a full-time teacher or co-teacher

In order to enter Residency Year I, candidates must:

- Complete the Residency Year I coursework (see below)
- Maintain an overall GPA of at least 3.0 and B or better in all methods courses (SPE 508, SPE 523)
- Pass the Assessment of Professional Teaching Skills (APT) 104 (K-12)
- Pass the edTPA (Teacher Performance Assessment) (except for the candidates beginning their second year of residency in or before the 2015-2016 school year that shall be required to pass the edTPA during that year)

In order to enter Residency Year II, candidates must:

- Maintain an overall GPA of at least 3.0 and B or better in all methods courses (SPE 508, SPE 523)
- Have successfully completed benchmark assessments that address required state and national standards
- Have a passing score on the Assessment of Professional Teaching: (APT) 104 (K-12)
- Have a passing score on the edTPA (Teacher Performance Assessment) (except for the candidates beginning their second year of residency in or before the 2015-2016 school year that shall be required to pass the edTPA during that year)
- Receive a positive evaluation by and recommendation of the principal and program director

During Residency Year II, candidates must:

- Hold a one year full time teaching position. (The candidate must receive salary, benefits and any other terms of employment offered to teachers in the school who are members of an exclusive bargaining representative.)
- Maintain an overall GPA of at least 3.0 and B or better in methods course (SPE 507)
- Have successfully completed benchmark assessments that address required state and national standards, and lesson study activity to document impact on student learning
• Receive a comprehensive assessment of the candidate's teaching effectiveness and a positive evaluation by and recommendation of the principal and program director

Special Education, M.A.T. (Resident Teacher Program)

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Special Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take coursework that allows them to earn Masters of Arts in Teaching degrees from NLU.

Graduates will be eligible for an Illinois Professional Educator License endorsed for LBS I (preK to age 21). Visit Licensure and Endorsements at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:
• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)

Program Details:
• Requires 45 SH for completion
• Please note, any candidate who wishes to teach in a preK special education setting must have completed SPE 510, SPE 532, SPE 533 and SPE 534
• Requires practicum

Required Courses

MAT Core - 7 SH

EPS 511 Human Learning and Development in Instructional Contexts 2 OR 3
ESR 514 Research in Action: Becoming Practitioner Researchers 3
FND 510 Social Justice Perspectives on the History and Philosophy of American Education 1 TO 3

Note: EPS 511 and FND 510 must be taken for 2 semester hours.

Program Requirements - 38 SH

SPE 500 Introduction to and Methods of Teaching Students with Disabilities 3
SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents 3
SPE 506 Frameworks, Perspectives, and Collaboration in Special Education 3
SPE 507 Methods of Social/Emotional Support 3
SPE 508 Literacy Across the Curriculum for Students with Disabilities 3
SPE 509 Literacy Instruction for Diverse Learners 3
SPE 523 Teaching Students with Math Disabilities 3
SPE 572 Practicum I 2 OR 3
SPE 573 Differentiated and Inclusive Curriculum & Instruction I 3
SPE 576 Practicum 2: Curricular Content Strategies for the Inclusive Classroom 3
SPE 587 Seminar/Teaching Children and Adolescents with Special Needs 5 TO 6
SPE 502 Language Development and Challenges in Children and Adolescents 2
SPE 526 Expressive Language Difficulties: Impact on Academic Learning 2

Notes: SPE 572 must be taken for 3 semester hours. SPE 587 must be taken for a total of 6 semester hours. SPE 500 may be waived per advisor if SPE 500 or its equivalent has been previously taken.

Special Education Practicum/Student Teaching Enrollment Requirements

Admission to and continuance in student teaching are contingent on the following actions. Candidates must:
• Be accepted into the graduate program of National College of Education
• File, by the designated deadline, the application form for student teaching
• Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
• Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
• Pass the LBSI (155) and Special Education General Curriculum (163) Content Tests before student teaching/practicum
• Complete all of their licensure courses except for SPE 592C
• Pass all methods courses at National Louis University with a grade no lower than a B
• Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
• Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

Special Education, M.Ed.

NCE offers two different ways to earn the Special Education M.Ed. and subsequent teaching endorsement in special education (pK–age 21).

• The Special Education, M.Ed. ( Resident Teacher Program) (p. 152) is offered in partnership with the Academy for Urban School Leadership (AUSL)
• The Special Education, M.Ed. (Traditional Program) (p. 151) is appropriate for most candidates

Special Education, M.Ed. (Traditional Program)

This program prepares candidates for a variety of roles working with children and adolescents with exceptional needs. It is designed for students with baccalaureate degrees and Professional Educator Licenses endorsed in areas or levels other than special education. Graduates, with the completion of other state requirements, may be eligible for a subsequent teaching endorsement in special education. Visit Licensure and Endorsements at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108) or have passed the TAP or Illinois Test of Basic Skills for a previous certificate or Professional Educator License
• Have a Professional Educator License endorsed for an area or level other than special education

Program Details:

• Requires 38-41 SH for completion

• Please note, any candidate who wishes to teach in a preK special education setting must have completed SPE 510, SPE 532, SPE 533 and SPE 534
• Requires practicum

Required Courses

MED Core - 8 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 541</td>
<td>Cognition and Instruction</td>
<td>1 TO 2</td>
</tr>
<tr>
<td>ESR 505</td>
<td>Educational Inquiry and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>FND 511</td>
<td>Social and Cultural Politics of Education; Personal and Contextual Perspectives</td>
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Note: EPS 541 must be taken for 2 semester hours.

Special Education Program Requirements - 30-33 SH

<table>
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<tr>
<td>SPE 500</td>
<td>Introduction to and Methods of Teaching Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 501</td>
<td>Educational and Diagnostic Assessment of Exceptional Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>SPE 502</td>
<td>Language Development and Challenges in Children and Adolescents</td>
<td>2</td>
</tr>
<tr>
<td>SPE 506</td>
<td>Frameworks, Perspectives, and Collaboration in Special Education</td>
<td>3</td>
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<tr>
<td>SPE 507</td>
<td>Methods of Social/Emotional Support</td>
<td>3</td>
</tr>
<tr>
<td>SPE 508</td>
<td>Literacy Across the Curriculum for Students with Disabilities</td>
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</tr>
<tr>
<td>SPE 509</td>
<td>Literacy Instruction for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPE 523</td>
<td>Teaching Students with Math Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 526</td>
<td>Expressive Language Difficulties: Impact on Academic Learning</td>
<td>2</td>
</tr>
<tr>
<td>SPE 527</td>
<td>Differentiated and Individualized Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SPE 572</td>
<td>Practicum I</td>
<td>2 OR 3</td>
</tr>
</tbody>
</table>

Notes: SPE 500 may be waived per advisor. SPE 572 must be taken for 2 semester hours. SPE 592C must be taken for 3 semester hours.
Special Education, M.Ed. (Resident Teacher Program)

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.Ed. Special Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework. It is designed for students with baccalaureate degrees and Professional Educator Licenses endorsed in levels or areas other than special education.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take coursework that allows them to earn Masters of Education degrees from NLU. Graduates, with the completion of other state requirements, may be eligible for a subsequent teaching endorsement in special education. Visit Licensure and Endorsements at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108) or have passed the TAP or Illinois Test of Basic Skills for a previous certificate or Professional Educator License

• Have an Illinois Professional Educator License endorsed in an area or level other than special education

Program Details:

• Requires 41–44 SH for completion

• Please note, any candidate who wishes to teach in a preK special education setting must have completed SPE 510, SPE 532, SPE 533 and SPE 534

Required Courses

MED Core - 8 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 541</td>
<td>Cognition and Instruction</td>
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</tr>
<tr>
<td>ESR 505</td>
<td>Educational Inquiry and Assessment</td>
<td>2</td>
</tr>
<tr>
<td>FND 511</td>
<td>Social and Cultural Politics of Education: Personal and Contextual Perspectives</td>
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</table>

Note: EPS 541 must be taken for 2 semester hours.

Special Education Program Requirements - 33-36 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SPE 500</td>
<td>Introduction to and Methods of Teaching Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 501</td>
<td>Educational and Diagnostic Assessment of Exceptional Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>SPE 502</td>
<td>Language Development and Challenges in Children and Adolescents</td>
<td>2</td>
</tr>
<tr>
<td>SPE 506</td>
<td>Frameworks, Perspectives, and Collaboration in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPE 507</td>
<td>Methods of Social/Emotional Support</td>
<td>3</td>
</tr>
<tr>
<td>SPE 508</td>
<td>Literacy Across the Curriculum for Students with Disabilities</td>
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</tr>
<tr>
<td>SPE 509</td>
<td>Literacy Instruction for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPE 523</td>
<td>Teaching Students with Math Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 526</td>
<td>Expressive Language Difficulties: Impact on Academic Learning</td>
<td>2</td>
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<tr>
<td>SPE 527</td>
<td>Differentiated and Individualized Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SPE 572</td>
<td>Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>SPE 587</td>
<td>Seminar/Teaching Children and Adolescents with Special Needs</td>
<td>5</td>
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</tbody>
</table>

Notes: SPE 500 may be waived per advisor if SPE 500 or its equivalent has been previously taken. SPE 572 must be taken for 2 semester hours. SPE 587 must be taken for a total of 6 semester hours.

Specialized Endorsements, M.Ed.

NLU’s Specialized Endorsements, M.Ed., allows licensed teachers to earn graduate degrees while taking coursework that may also lead to state credentials in the areas listed below. Teachers will have an opportunity to enhance their credentials and expertise. Please see each major for additional details.

**Majors:**

• Early Childhood Special Education/Reading (p. 189)

• ESL/Bilingual Education/Early Childhood Special Education (p. 190)

• ESL/Bilingual Education/Middle Level Mathematics (p. 192)

• ESL/Bilingual Education/Reading (p. 190)

• ESL/Bilingual Education/Special Education (p. 191)
National College of Education offers four options to earn the Teaching, Learning and Assessment, M.Ed.:

**State Credential Track:**
- Applicants in Illinois who are seeking a Teacher Leader Endorsement (p. 177) should select the Teaching, Learning and Assessment, M.Ed. (State Credential Track, Illinois) (p. 153)

**Non-credential Track:**
- Teaching, Learning and Assessment, M.Ed. (p. 154)
- Teaching, Learning and Assessment, M.Ed. (National Board Certification) (p. 154)
- Teaching, Learning and Assessment, M.Ed. (Teacher Leader, Florida) (p. 155)

Teaching, Learning and Assessment, M.Ed. (Teacher Leader - State Credential Track, Illinois)

This program prepares teachers across the state of Illinois to support the culture of learning and continuous improvement in schools by successfully leading school teams, coaching other teachers, providing professional development and expertise in curriculum and instruction.

The Teacher Leader Endorsement program leads to a Teacher Leader endorsement on the Professional Educators License in Illinois. Visit Licensure and Endorsement at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements, applicants must:
- Have two years of teaching experience
- Have a valid Professional Educator License
- Successfully complete the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
- Submit one letter of recommendation and a list of three references to include supervisors, employers, professors or others who have known the applicant in a professional or academic capacity

**Program Details:**
- Requires 32 SH for completion
- Transfer credit can be used only to fulfill program electives, as indicated in the tables below
- Requires a research project

**Required Courses**

**Core Course Requirements 14 SH**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FND 510</td>
<td>Social Justice Perspectives on the History and Philosophy of American Education</td>
<td>1 TO 3</td>
</tr>
<tr>
<td>ESR 532</td>
<td>Engaging in Action Research: Action Research II</td>
<td>2 TO 3</td>
</tr>
<tr>
<td>ESR 533</td>
<td>Continuing Action Research: Action Research III</td>
<td>2 OR 3</td>
</tr>
<tr>
<td>ESR 534</td>
<td>Completing Action Research: Action Research IV</td>
<td>2 OR 3</td>
</tr>
<tr>
<td>EDL 546</td>
<td>Perspectives and Administration of Educational Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Notes: FND 510 must be taken for 2 semester hours. ESR 532, ESR 533 and ESR 534 must be taken for 3 semester hours.

**Major in Teacher Leader Requirements 13 SH**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLA 535</td>
<td>Teacher as Leader Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>EDL 510</td>
<td>Leadership and Organizational Development of Schools</td>
<td>3</td>
</tr>
<tr>
<td>TLA 541</td>
<td>Assessing Teaching and Learning: Introduction to Assessment</td>
<td>2</td>
</tr>
<tr>
<td>TLA 588</td>
<td>Constructing Curriculum for Engaging the Whole Learner or</td>
<td>3</td>
</tr>
<tr>
<td>RLL 563</td>
<td>Instructional Models, Practices and Theories of Literacy Development and</td>
<td>3</td>
</tr>
<tr>
<td>TLA 536</td>
<td>Teacher as Leader Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>TLA 530</td>
<td>Supporting Teaching and Learning Through Mentoring and Coaching or</td>
<td>3</td>
</tr>
<tr>
<td>RLL 566A</td>
<td>Teacher Leadership: School Change Seminar I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major in Teacher Leader Electives 5 SH**

Choose 5 SH from the list of courses below:
TLA 542  Linking Assessment of Teaching and Learning: Field Study  2
TLA 589  Differentiating for Diverse Learners  3
TLA 579  Engaging with Critical Multicultural Perspectives  3
EDL 520  Leading Diverse Schools  2
EDL 521  Building School Community Partnerships  2
RLL 568A  Literacy Instructional Designs for Diverse Learners Practicum I  2
RLL 559  Comprehensive Literacy Model for School Improvement  2
RLL 565  Introduction to Literacy Instruction for Diverse Learners  2

Note: These courses can be replaced with transfer credit.

Teaching, Learning and Assessment, M.Ed.

This program, offered in online, face-to-face and blended formats, prepares degree candidates to respond to the complexities of today’s school environment with a holistic approach to assessing learning needs, shaping effective curricula and supporting student success.

Program Details:
- Requires 32 SH for completion
- Transfer credit can be used only to fulfill program electives, as indicated in the tables below
- Requires a research project

Required Courses
Core Course Requirements - 13 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESR 531</td>
<td>Exploring Action Research: Action Research I</td>
<td>2</td>
</tr>
<tr>
<td>ESR 532</td>
<td>Engaging in Action Research: Action Research II</td>
<td>2</td>
</tr>
<tr>
<td>ESR 533</td>
<td>Continuing Action Research: Action Research III</td>
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</tr>
<tr>
<td>ESR 534</td>
<td>Completing Action Research: Action Research IV</td>
<td>2</td>
</tr>
<tr>
<td>FND 509</td>
<td>Building on Educational Foundations</td>
<td>3</td>
</tr>
<tr>
<td>TLA 541</td>
<td>Assessing Teaching and Learning: Introduction to Assessment</td>
<td>2</td>
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</table>

Major in Teaching, Learning, and Assessment Electives - 6 SH

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>TLA 542</td>
<td>Linking Assessment of Teaching and Learning: Field Study</td>
<td>2</td>
</tr>
<tr>
<td>TLA 578</td>
<td>Developing School Cultures</td>
<td>2</td>
</tr>
<tr>
<td>TLA 579</td>
<td>Engaging with Critical Multicultural Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>TLA 588</td>
<td>Constructing Curriculum for Engaging the Whole Learner</td>
<td>3</td>
</tr>
<tr>
<td>TLA 589</td>
<td>Differentiating for Diverse Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: These courses can be replaced with transfer credit.

Teaching, Learning and Assessment, M.Ed. (National Board Certification)

This program, offered in online, face-to-face and blended formats, prepares degree candidates to respond to the complexities of today’s school environment with a holistic approach to assessing learning needs, shaping effective curricula and supporting student success.

In addition to National College of Education Graduate Admissions Requirements, applicants must:
- Have three years teaching experience and be teaching while enrolled in the program if selecting the National Board Certification major

Program Details:
- Requires 32 SH for completion
- Transfer credit can be used only to fulfill program electives, as indicated in the tables below
- Requires a research project

Required Courses
Core Course Requirements - 13 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>ESR 531</td>
<td>Exploring Action Research: Action Research I</td>
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<tr>
<td>ESR 532</td>
<td>Engaging in Action Research: Action Research II</td>
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<tr>
<td>FND 509</td>
<td>Building on Educational Foundations</td>
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Major in Teaching, Learning, and Assessment Electives - 6 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>TLA 542</td>
<td>Linking Assessment of Teaching and Learning: Field Study</td>
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<td>TLA 578</td>
<td>Developing School Cultures</td>
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<tr>
<td>TLA 589</td>
<td>Differentiating for Diverse Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: These courses can be replaced with transfer credit.
Teaching, Learning and Assessment, M.Ed. (Teacher Leader, Florida)

This program, offered in online, face-to-face and blended formats, allows degree candidates to focus on their area of interest or desired career path. The Teacher Leader coursework is aligned to national standards in teacher leadership.

In addition to National College of Education Graduate Admissions Requirements, applicants must:

- Have two years of teaching experience
- Have a valid and current teaching certificate
- Submit one letter of recommendation and a list of three references to include supervisors, employers, professors or others who have known the applicant in a professional or academic capacity

Program Details:

- Requires 32 SH for completion
- Transfer credit can be used only to fulfill program electives, as indicated in the tables below
- Requires a research project

Required Courses

Core Course Requirements 14 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FND 510</td>
<td>Social Justice Perspectives on the History and Philosophy of American Education</td>
<td>1 TO 3</td>
</tr>
<tr>
<td>ESR 532</td>
<td>Engaging in Action Research: Action Research II</td>
<td>2 TO 3</td>
</tr>
<tr>
<td>ESR 533</td>
<td>Continuing Action Research: Action Research III</td>
<td>2 OR 3</td>
</tr>
<tr>
<td>ESR 534</td>
<td>Completing Action Research: Action Research IV</td>
<td>2 OR 3</td>
</tr>
<tr>
<td>EDL 546</td>
<td>Perspectives and Administration of Educational Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Notes: FND 510 must be taken for 2 semester hours. ESR 532, ESR 533 and ESR 534 must be taken for 3 semester hours.

Major in Teacher Leader Requirements 13 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLA 535</td>
<td>Teacher as Leader Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>EDL 510</td>
<td>Leadership and Organizational Development of Schools</td>
<td>3</td>
</tr>
<tr>
<td>TLA 541</td>
<td>Assessing Teaching and Learning: Introduction to Assessment</td>
<td>2</td>
</tr>
<tr>
<td>TLA 588</td>
<td>Constructing Curriculum for Engaging the Whole Learner</td>
<td>3</td>
</tr>
<tr>
<td>RLL 563</td>
<td>Instructional Models, Practices and Theories of Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>TLA 536</td>
<td>Teacher as Leader Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>TLA 530</td>
<td>Supporting Teaching and Learning Through Mentoring and Coaching</td>
<td>3</td>
</tr>
<tr>
<td>RLL 566A</td>
<td>Teacher Leadership: School Change Seminar I</td>
<td>3</td>
</tr>
</tbody>
</table>

Major in Teacher Leader Electives 5 SH

Choose 5 SH from the list of courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLA 542</td>
<td>Linking Assessment of Teaching and Learning: Field Study</td>
<td>2</td>
</tr>
<tr>
<td>TLA 589</td>
<td>Differentiating for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>TLA 579</td>
<td>Engaging with Critical Multicultural Perspectives</td>
<td>3</td>
</tr>
</tbody>
</table>
EDL 520  Leading Diverse Schools  2
EDL 521  Building School Community Partnerships  2
RLL 568A  Literacy Instructional Designs for Diverse Learners Practicum I  2
RLL 559  Comprehensive Literacy Model for School Improvement  2
RLL 565  Introduction to Literacy Instruction for Diverse Learners  2

Note: These courses can be replaced with transfer credit.

Technology in Education

National College of Education’s Technology in Education program provides a strong foundation in educational philosophy and instructional design to prepare preK–12 teachers to effectively integrate and assess technology in their content areas. Both of NLU’s offerings are designed for candidates seeking the Technology Specialist endorsement.

The Technology in Education, M.Ed. (p. 156) is intended for those who do not have a master’s degree.

The Technology in Education, C.A.S. (p. 157) is intended for those who already have a master’s degree.

Technology in Education, M.Ed.

Offered in both online-only and face-to-face formats, this program provides a strong foundation in educational philosophy and instructional design to prepare preK–12 teachers to effectively integrate and assess technology in their content areas. It is designed for candidates seeking the Technology Specialist endorsement. Visit the Illinois State Board of Education for specific requirements, updates and amendments.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

- Have a Professional Educator License
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
- Complete the NETS-T assessment

Program Details:

- Requires 34 SH for completion

Required Courses
MED Core - 8 SH

EPS 541  Cognition and Instruction  TO 2
ESR 505  Educational Inquiry and Assessment  3
FND 511  Social and Cultural Politics of Education: Personal and Contextual Perspectives  3

Note: EPS 541 must be taken for 2 semester hours.

Program Requirements - 23 SH
TIE 532  Applications of Technology in Schools  2
TIE 533  Technology Based Analysis and Databased Decision Making  3
TIE 535  Designing Active Learning Environments with Innovative Technologies  1
TIE 542  Designing Internet Resources for Teaching and Learning  3
TIE 544  Curriculum Applications of Multimedia Authoring  3
TIE 575  Leading Staff Development in Educational Technology  3
TIE 512  Students Using Technology for Inquiry Learning and Problem Solving  2
TIE 592  Portfolio Development Seminar  1
TIE 593  Seminar in Technology in Education  3

Notes: TIE 532 must be taken for 3 semester hours. TIE 535 must be taken for 3 semester hours.

Program Electives - 3 SH
Choose 3 SH from the courses below:
TIE 550  Desktop Publishing for the Classroom  1
TIE 583  Workshop/Technology in Education/Contemporary Issues  1
TIE 584  Workshop/Technology in Education/Curriculum Materials  1
TIE 585  Workshop/Technology in Education/Instructional Practices  1
TIE 594  Independent Study/Technology in Education  1
TIE 595  Selected Topics/Technology in Education  5
SPE 545  Assistive Technology  2
Technology in Education, Certificate of Advanced Study

Offered in both online-only and face-to-face formats, this certificate provides a strong foundation in educational philosophy and instructional design to prepare preK–12 teachers to effectively integrate and assess technology in their content areas. It is designed for candidates seeking the Technology Specialist endorsement. Visit the Illinois State Board of Education for specific requirements, updates and amendments.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

- Have a Professional Educator License
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
- Complete NETS-T assessment

Program Details:
- Requires 30 SH for completion

Required Courses

CAS Core - 3 SH

EDL 546 Perspectives and Administration of Educational Policy 3

Program Requirements - 23 SH

TIE 532 Applications of Technology in Schools 2 OR
TIE 533 Technology Based Analysis and Databased Decision Making 3
TIE 535 Designing Active Learning Environments with Innovative Technologies 1 TO
TIE 542 Designing Internet Resources for Teaching and Learning 3
TIE 544 Curriculum Applications of Multimedia Authoring 3
TIE 575 Leading Staff Development in Educational Technology 3
TIE 512 Students Using Technology for Inquiry Learning and Problem Solving 2
TIE 592 Portfolio Development Seminar 1
TIE 593 Seminar in Technology in Education 3

Note: TIE 532 and TIE 535 must be taken for 3 semester hours.

Program Electives - 4 SH

Choose 4 SH from the courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIE 550</td>
<td>Desktop Publishing for the Classroom</td>
<td>1</td>
</tr>
<tr>
<td>TIE 583</td>
<td>Workshop/Technology in Education/Contemporary Issues</td>
<td>1</td>
</tr>
<tr>
<td>TIE 584</td>
<td>Workshop/Technology in Education/ Curriculum Materials</td>
<td>1</td>
</tr>
<tr>
<td>TIE 585</td>
<td>Workshop/Technology in Education/Instructional Practices</td>
<td>1</td>
</tr>
<tr>
<td>TIE 594</td>
<td>Independent Study/Technology in Education</td>
<td>1 TO 3</td>
</tr>
<tr>
<td>TIE 595</td>
<td>Selected Topics/Technology in Education</td>
<td>1 TO 5</td>
</tr>
<tr>
<td>SPE 545</td>
<td>Assistive Technology</td>
<td>2</td>
</tr>
</tbody>
</table>

Urban Teaching, M.Ed.

The Urban Teaching program is offered in partnership with the Academy for Urban School Leadership. It is designed to address the needs of novice teachers in high need, urban schools and to help them be effective and resilient teachers in urban turnaround schools.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

- Have, or be in the process of applying for, Illinois licensure, which includes passing the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
- Be accepted into the AUSL program through their interview process
- Note: The references are waived per the partnership agreement
- Note: AUSL pays the application fee

Program Details:

- Requires 34 SH for completion
- Residents accepted into the program will be expected to remain in good standing throughout the program at NLU, but will also be evaluated regularly by AUSL and may be released from the program by either partner due to underperformance

Required Courses

MED Core - 8 SH

EPS 541 Cognition and Instruction 1 TO 2
ESR 505 Educational Inquiry and Assessment 3
FND 511 Social and Cultural Politics of Education: Personal and Contextual Perspectives 3

Note: EPS 541 must be taken for 2 semester hours.

Program Requirements - 26 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 500</td>
<td>Foundations of ESL and Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>CIL 531</td>
<td>Cross Cultural Education</td>
<td>3</td>
</tr>
<tr>
<td>ELE 527</td>
<td>Politics and Policy of Urban Education and Data Management</td>
<td>1 TO 3</td>
</tr>
<tr>
<td>or</td>
<td>SEC 527 Politics and Policy of Urban Education and Data Management</td>
<td>1 TO 3</td>
</tr>
<tr>
<td>EPS 512</td>
<td>Culturally Responsive Classroom Environment</td>
<td>2</td>
</tr>
<tr>
<td>EPS 513</td>
<td>Frameworks for Data Driven Instruction</td>
<td>1 TO 3</td>
</tr>
<tr>
<td>RLR 502</td>
<td>Teaching Comprehension and Content Area Reading</td>
<td>3</td>
</tr>
<tr>
<td>TIE 535</td>
<td>Designing Active Learning Environments with Innovative Technologies</td>
<td>1 TO 3</td>
</tr>
<tr>
<td>RLR 501</td>
<td>Teaching Beginning Literacy</td>
<td>3</td>
</tr>
<tr>
<td>RLR 540</td>
<td>Teaching Content Area Literacy at the Middle and Secondary Level</td>
<td>3</td>
</tr>
</tbody>
</table>

Notes: ELE 527 or SEC 527 must be taken for 3 semester hours. EPS 513 must be taken for 3 semester hours. TIE 535 must be taken for 3 semester hours.

National College of Education—Doctoral

National College of Education’s doctoral programs are built on a tradition of excellence in teacher education stretching over 100 years. Through advanced studies, the programs extend NLU’s and NCE’s tradition of providing quality education for educational practitioners, academic scholars and researchers.

Doctoral Program Philosophy and Conceptual Framework

The NCE doctoral program comprises carefully constructed learning environments that initiate both students and faculty into a variety of sustainable discourse communities, while developing the grounds for a critique of knowledge and practice from a variety of disciplinary perspectives.

The doctoral program’s conceptual framework revolves around critical reflective thinking in three interconnected key domains: theory, research and practice. Specifically, students and faculty in the doctoral program engage in critical reflection in these key domains, and explore their inter-relationships through coursework, research and writings. To this end, faculty and students form a diverse community of learners in order to continuously examine each of following elements and their interconnections:

- Creation of a community of learners who are knowledgeable about and active in a variety of discourse communities
- Development of critical reflective perspectives
- Exploring the complexities of issues and the problems which surface from a critical reflective orientation
- Development of multiple and interdisciplinary perspectives
- Building on previous undergraduate and graduate work
- Exploring the implications of ideas from diverse individual, social, psychological, cultural, political and historical perspectives
- Interrogating multiple ways of knowing: raising epistemological and ontological questions
- Building a capacity to consider and/or engage in social action in a variety of settings
- Contributing to our knowledge and understanding in disciplinary fields
- Developing habits of scholarship in a variety of areas including teaching, research, writing, publication, presentations and leadership in professional organizations

The above orientation to doctoral studies distinguishes our program locally and places it at the cutting-edge nationally. The conceptual framework is imbedded into each of the doctoral programs, which further develop it in accordance to the specific disciplinary perspective.

Admission Criteria

In addition to the NLU Graduate Admission Requirements (p. 13), applicants must submit all of the following to the Office of Admissions prior to consideration for admission to any NCE doctoral program:
• Official transcripts from all institutions attended. Please note that only credit from regionally accredited institutions will be considered for transfer credit. Completion of baccalaureate and master’s degrees from regionally accredited institutions must be verified. A grade point average of 3.25 or better in master’s level courses is required of all applicants.

• Submit a professional resume or curriculum vitae describing relevant background and work experiences

Individual programs may require additional materials. Please see program pages for details. Applicants will be notified by the program director if additional materials are required.

Financial Aid
Students admitted to the doctoral programs are eligible to apply for the NCE Doctoral Scholarship. Because a major purpose of the doctoral program scholarship fund is to encourage students to take a year off from regular employment for full-time study, highest priority is given to students who plan to undertake doctoral study on a full-time basis for a given academic year. Such students demonstrating need may be eligible for full- or half-tuition scholarships for one academic year. In addition, teaching, staff development, clinical and research opportunities may be available to full-time doctoral students.

Remaining scholarship funds are available for new and continuing doctoral students who register for a half-time course load (three semester hours) or more. The typical award covers half of the tuition during each of the three quarters. Because the size of the scholarship fund is limited, priority is given to doctoral students on the basis of need first, and then on the basis of merit.

Academic Policies

Time Limit
The doctoral degree must be completed within eight years of the date of admission. Within this time frame, a student is expected to make regular and consistent progress, which is subject to periodic review.

Enrollment Requirements and Leave of Absence
It is expected that doctoral students will be continuously registered until the completion of their degrees. When unforeseen circumstances require a student to temporarily withdraw from his or her doctoral studies, the student must submit a Request for a Leave of Absence form in the first quarter of becoming inactive (see the Doctoral Handbook). A leave of absence may be approved for up to one year. Please note that students who are granted a leave of absence must still complete the program within the original eight-year time limit.

Students who have been inactive for three consecutive quarters and are not on an approved leave will be considered withdrawn from the doctoral program. Students who wish to be reinstated must submit a written petition stating the reason for the inactivity to the Academic Policies Committee and file a re-entry form with the Office of Admissions and Records.

Transfer of Credit
Transfer credit for 12 semester hours of post-master’s coursework from NLU or other institutions offering graduate degrees is approved on a case-by-case basis by the directors of the doctoral programs. Approval for transfer credit beyond 12 semester hours may be obtained through petition to the Academic Policies Committee. Credit for courses taken more than six years prior to the time the student was admitted to the doctoral program must also be approved through petition to the Academic Policies Committee.

Educational Specialist (Ed.S.) Credits
The doctoral program requirements may be reduced by a maximum of 33 semester hours when a student has completed an Ed.S. degree and, as part of that program, has completed course or internship requirements that are also Ed.D. requirements. For students completing Ed.S. degrees at institutions other than NLU, the reduction must not exceed 18 semester hours.

Eligible students should petition the director of the doctoral program to which they have been admitted. Requests will be reviewed on a case-by-case basis to determine the number of semester hours by which the doctoral program requirements may be reduced. Final approval for the program reduction must be obtained from the director of doctoral programs and submitted to the registrar’s office.

Grade Policies/Credits
Programs will monitor student academic progress at the end of each term. Any student who receives one or more grades of “C” or lower in any program, research or doctoral core courses in any one term will be placed on probation. Students on probation will receive official notification from the NCE doctoral office. Probation continues until the student
completes all doctoral coursework. A student who receives one or more grades of "C" or lower in two terms will be withdrawn from the program. If the student has already registered for the next term, the student will be charged tuition in accordance with published University policy. Students may appeal such decisions to the individual program directors and then to the Academic Policies Committee following the University Policy on Academic Appeals (p. 26). Students must have a grade point average of 3.0 or higher to fulfill their degree requirements. Courses in which the student has received grades of “D” or lower will not apply toward the degree.

A student who accumulates one or more in-progress/incomplete (“I”) grade for two consecutive terms will not be allowed to register for a subsequent term until in-progress course requirements are completed and the “I” grades are updated. When the “I” grades for at least one quarter are updated to letter grades and posted, the student should contact his or her program director to have the registration hold lifted. “I” grades are issued following the In-Progress Grade Policy (p. 38).

Comprehensive Qualifying Examinations
In most programs, a doctoral student must successfully complete a comprehensive examination prior to beginning formal work on his or her dissertation. Each of the doctoral programs determines the format and scope of the comprehensive exam. Students must register for CCD 697 Comprehensive/Qualifying Doctoral Exam Continuation for each term in which they have no other registration, but have not yet passed their comprehensive exams. At least two faculty members and the program director (or designee) of the respective program evaluate the exam. The program director notifies the student in writing concerning the results of the exam. The program director will inform the NCE Director of Doctoral Programs and the student’s advisor of the final outcome. Once a student has passed the comprehensive examination he or she is eligible to register for ESR 604 Dissertation Proposal Seminar and CCD 699 Dissertation. If a student fails the comprehensive examination, the student will not be allowed to proceed to dissertation.

Dissertation Requirements
Doctoral students should demonstrate the competencies associated with a traditional dissertation including:

- The ability to analyze, synthesize, interpret and discuss the implications of existing literature on a well-defined question
- The ability to formulate, pose and justify a researchable problem or issue
- The ability to develop an appropriate research design and methodology
- The ability to interpret, analyze, synthesize and discuss the assumptions, contributions and limitations of existing as well as one’s own research

Continuous registration is required until the written dissertation is complete. Students who have been inactive for three consecutive quarters and are not on an approved leave will be considered withdrawn from the doctoral program. Students who wish to be reinstated must file a re-entry form with the Office of Admissions and Records and submit a written petition to the Academic Policies Committee stating the reason for their inactivity.

Dissertation Completion
Students planning to complete all doctoral requirements prior to the June, September, December, or April degree dates must adhere to the following time-line:

- Final dissertation hearing must take place no fewer than four weeks prior to the degree date
- The final bound copy of the dissertation must be received by the University Library at the Lisle Campus no fewer than five business days before the degree date
- Students obtain approval from the committee to schedule the final hearing, submit the Form to Schedule Dissertation Approval Meeting, and submit a copy of the final document to the Director of Doctoral Program and the Dean’s Representative, no fewer than three weeks prior to the final hearing date
- Students should plan to complete a final draft of the dissertation and obtain approval for scheduling a final hearing no fewer than seven weeks prior to the degree date
- Students wishing to participate in June commencement hooding ceremonies must have their final hearing on or before April 30
- Students who have their hearing after the April 30 deadline will be invited to participate in the June commencement ceremony the following year

Doctoral Handbook
Additional procedures and policies regarding the doctoral programs are included in the Doctoral Handbook. Students are to consult both the

Curriculum, Advocacy and Policy, Ed.D.

The Curriculum, Advocacy and Policy doctoral program is designed to prepare high level scholar-practitioners for curriculum leadership positions in schools and other educational communities. The program emphasizes engagement in processes of critical reflection about issues of curriculum in relation to the school community and society and on developing the scholarship necessary to be leaders and change agents, scholars and researchers.

In addition to National College of Education Doctoral Admissions Requirements, applicants must:

- Submit three letters of recommendation. Two of the three required letters should be completed by people who can attest to the candidate’s capacity to complete rigorous graduate studies and one by a person supervising the applicant’s professional work.
- Submit written responses to the following four questions:
  - What are your professional goals and how do you envision doctoral experiences supporting and/or relevant to achieving those goals?
  - What previous professional and personal experiences encouraged you to apply to this doctoral program?
  - Please explain what readings, academic studies or specific ideas have contributed to your current understandings as a professional.
  - How do you strive to enact these understandings?
- Note: The admission process occurs in two stages:
  - First, the applicant submits the application and supporting documentation to the Office of Admissions by the published deadlines. The Office of Admissions will forward to the doctoral committee the completed application form once all documentation is received. A faculty committee will review the documents and decide if and when to invite the applicant for a second stage of the admissions process.
  - The second stage will consist of having all applicants who appear to be a good match for the program being invited to campus for the second stage of the review process that includes three components: a group interview, a written response, and an individual interview.
  - The first part of this will be a group interview in which a faculty committee will interview applicants as a group. This will include a discussion/conversation among the candidates and the committee members, focusing on an article, selected by faculty and sent to the applicant in advance.
  - After the group discussion, students will write a reflective essay on the ideas provoked by the discussion. Faculty will later review the essays to assess the student’s ability to construct a written document.
  - Individual interviews will follow the writing portion to enable faculty and the applicant to focus on individual and programmatic goals.

Program Details:

- Requires 63 SH for completion
- Requires qualifying paper
- Requires a dissertation

Required Courses

<table>
<thead>
<tr>
<th>Foundational Core</th>
<th>18 SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCD 605</td>
<td>Scholarly Habits of Mind</td>
</tr>
<tr>
<td>CCD 615</td>
<td>Psychological Foundations of Teaching and Learning</td>
</tr>
<tr>
<td>CCD 620</td>
<td>Epistemology of Learning, Teaching and Inquiry</td>
</tr>
<tr>
<td>CCD 625</td>
<td>Critical Policy Analysis</td>
</tr>
<tr>
<td>CCD 630</td>
<td>Teacher Knowledge in Disciplines</td>
</tr>
</tbody>
</table>

Note: CCD 605 must be taken for a total of 6 SH.

Curriculum, Advocacy and Policy Core - 15 SH

| CAP 600 | Curriculum Theory: Historical, Philosophical, and Political Issues | 3 |
| CAP 601 | Cultures of Schools and Communities | 3 |
| CAP 602 | Curriculum Theory: Contemporary Issues and Practices | 3 |
| CAP 603 | Curriculum Planning, Organization, and Evaluation | 3 |
| CAP 605 | Professional Development and School Change | 3 |

Research and Dissertation - 17 SH
ESR 612  Empirical/Analytic Research I  3
ESR 614  Interpretive and Critical Research I  3
ESR 616  Empirical/Analytic Research II  3
or
ESR 618  Interpretive and Critical Research II  3
and
CCD 699A  Dissertation: Curriculum and Social Inquiry  1 TO 8

Note: CCD 699A must be taken for a total of 8 semester hours.

Program Electives - 13 SH
Choose 13 SH of NCE graduate courses in consultation with the doctoral advisor

Qualifying Paper
When students complete all courses, with the exception of ESR 616 or ESR 618, they will work with a faculty advisor to plan a qualifying paper that represents a synthesis of their learning. This plan must be approved by the advisor and the program director for the paper’s focus and the start date. Before starting the writing, but after obtaining approval, the student registers for CCD 697A.

Disability and Equity in Education, Ed.D.
Social equity and justice require action and social action requires leaders who are critically reflective, future-oriented thinkers willing to take risks and accept responsibilities for enacting the vision of a just society. The heart of the Disability and Equity in Education doctoral program is a commitment to working actively and strategically toward social justice and equity in schools, communities, policy, politics and practice.

This program is designed for those interested in exploring the historical, political, social, cultural, pedagogical and philosophical values, beliefs and processes that have constructed disability in education. The Disability and Equity in Education program prepares educators for roles in higher education, teacher education, research, community leadership or public policy analysis.

In addition to National College of Education Doctoral Admissions Requirements (p. 158), applicants must:

- Submit three letters of recommendation. Two of the three required letters should be completed by people who can attest to the candidate’s capacity to complete rigorous graduate studies and one by a person supervising the applicant’s professional work.
- Submit written responses to the following four questions:
  - What are your professional goals and how do you envision doctoral experiences supporting and/or relevant to achieving those goals?
  - What previous professional and personal experiences encouraged you to apply to this doctoral program?
  - Please explain what readings, academic studies or specific ideas have contributed to your current understandings as a professional.
  - How do you strive to enact these understandings?
- Note: The admission process occurs in two stages:
  - First, the applicant submits the application and supporting documentation to the Office of Admissions by the published deadlines. The Office of Admissions will forward to the doctoral committee the completed application form once all documentation is received. A faculty committee will review the documents and decide if and when to invite the applicant for a second stage of the admissions process.
  - The second stage will consist of having all applicants who appear to be a good match for the program being invited to campus for the second stage of the review process that includes three components: a group interview, a written response, and an individual interview.
    - The first part of this will be a group interview in which a faculty committee will interview applicants as a group. This will include a discussion/conversation among the candidates and the committee members, focusing on an article, selected by faculty and sent to the applicant in advance.
    - After the group discussion, students will write a reflective essay on the ideas provoked by the discussion. Faculty will later review the essays to assess the student’s ability to construct a written document.
• Individual interviews will follow the writing portion to enable faculty and the applicant to focus on individual and programmatic goals

**Program Details:**
• Requires 63 SH for completion
• Requires a qualifying paper
• Requires a dissertation

**Required Courses**

**Foundational Core - 18 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCD 605</td>
<td>Scholarly Habits of Mind</td>
<td>1</td>
</tr>
<tr>
<td>CCD 615</td>
<td>Psychological Foundations of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>CCD 620</td>
<td>Epistemology of Learning, Teaching and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>CCD 625</td>
<td>Critical Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CCD 630</td>
<td>Teacher Knowledge in Disciplines</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: CCD 605 must be taken for a total of 6 SH.

**Disability and Equity in Education Core - 15 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEE 603</td>
<td>Activism and Inclusion in Democratic Education</td>
<td>3</td>
</tr>
<tr>
<td>DEE 604</td>
<td>Politics of Assessment</td>
<td>3</td>
</tr>
<tr>
<td>DEE 605</td>
<td>History of Disability in Education</td>
<td>3</td>
</tr>
<tr>
<td>DEE 690</td>
<td>Seminar: Special Topics in Disability and Equity in Education Seminar</td>
<td>3</td>
</tr>
<tr>
<td>DEE 693</td>
<td>Disability Studies in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research and Dissertation - 17 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESR 612</td>
<td>Empirical/Analytic Research I</td>
<td>3</td>
</tr>
<tr>
<td>ESR 614</td>
<td>Interpretive and Critical Research I</td>
<td>3</td>
</tr>
<tr>
<td>ESR 616</td>
<td>Empirical/Analytic Research II</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESR 618</td>
<td>Interpretive and Critical Research II</td>
<td>3</td>
</tr>
<tr>
<td>CCD 699E</td>
<td>Dissertation: Disability and Equity in Education</td>
<td>1  TO 8</td>
</tr>
</tbody>
</table>

Note: CCD 699E must be taken for a total of 8 semester hours.

**Educational Leadership, Ed.D.**

This program is designed to prepare individuals to serve in school and school district leadership roles in the areas of administration and supervision. By combining coursework and internship experiences, the program integrates theory, research and practice into a cohesive plan of study for educational leaders.

While the coursework for both of the below options is the same, applicants must specify which is appropriate for their needs.

**The Educational Leadership Superintendent option** is for students who are seeking the Superintendent endorsement in addition to earning the doctoral degree. Students choosing this option must hold an Illinois general administrative or principal endorsement, Wisconsin 51 or other state-approved principal’s credential upon admission. Students admitted to this option must complete all 60 SH of the program, including EDL 690 Educational Leadership Internship, and are then eligible to apply for the Illinois or Wisconsin Superintendent endorsement.

**The Educational Leadership option** is for students not seeking the Superintendent Endorsement. Students choosing this option may be admitted without an Illinois general administrative or principal endorsement, Wisconsin 51 or other state-approved principal’s credential. This option, however, does not lead to state credentials, either principal or superintendent, upon completion of the doctoral program. Students admitted to this option must complete all 60 SH of the program, including EDL 690 Educational Leadership Internship, but are not eligible to apply for principal endorsement or the Superintendent endorsement.

Students taking this option may, in the future,
complete the Administration and Supervision, Ed.S. (p. 127) leading to the general administrative or principal endorsement in Illinois, or 51 in Wisconsin and then the Superintendent Subsequent Endorsement (p. 177).

In addition to National College of Education Doctoral Admissions Requirements (p. 158), applicants must:

- Present documented evidence of at least two years of leadership in the educational field
- Submit four letters of recommendation. Two of the four required letters should be completed by people associated with the applicant’s recent graduate work and two by people supervising the applicant’s professional work.
- Submit written responses to substantive questions that directly speak to the applicant’s intellectual interests, professional goals, compatibility with program and commitments to the values of the program. Each program has its own set of questions and assessment criteria. Applicant responses are considered carefully, along with all other evidence, in determining the applicant’s potential for success in pursuing the Ed.D. degree.
- Note: The admission process occurs in two stages. First, the applicant submits the application and all supporting documentation to the Office of Admissions by the published deadlines. Faculty from the respective doctoral programs reviews the applications.

The second stage of the admissions process consists of an interview with the program faculty. Because of the limited size of the doctoral programs, only a small number of applicants are selected to participate in the second stage of the admission process.

The objectives of the interview process are to establish that applicants have clearly defined goals for pursuing doctoral study, to determine that the applicants’ goals may be met through the doctoral programs, to gain further information about the applicants and to clarify areas of concern, to provide an opportunity for applicants to ask questions about the programs and to enable applicants to acquaint themselves with faculty in the programs.

Program Details:
- Requires 60 SH for completion
- Requires an internship
- Requires a dissertation
- Candidates may transfer in up to 12 SH of coursework from another doctoral program if approved by faculty and not part of a completed degree program. Applicants who have completed the Administration and Supervision, Ed.S. degree at NLU may transfer a maximum of 6 SH of internship credit toward the doctoral degree upon the approval of the director of the Educational Leadership doctoral program or designee.

### Required Courses

#### Research and Dissertation - 21 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 628</td>
<td>Organizational Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>EDL 630</td>
<td>Understanding and Using Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>ESR 630</td>
<td>Understanding and Using Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDL 632</td>
<td>Data-driven Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>ESR 632</td>
<td>Data-driven Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>CCD 699B</td>
<td>Dissertation: Educational Leadership</td>
<td>TO 12</td>
</tr>
</tbody>
</table>

Note: CCD 699B must be taken for a total of 12 SH.

#### Educational Leadership Core - 39 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 601</td>
<td>School Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>EDL 604</td>
<td>Administrative Issues for Pluralistic Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDL 605</td>
<td>Leading Change</td>
<td>3</td>
</tr>
<tr>
<td>EDL 606</td>
<td>Principles and Fundamentals of School Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDL 608</td>
<td>Community Engagement</td>
<td>3</td>
</tr>
<tr>
<td>EDL 620</td>
<td>School Leadership: Policy and Politics</td>
<td>3</td>
</tr>
<tr>
<td>EDL 622</td>
<td>Curriculum Planning, Organization and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDL 624</td>
<td>Professional Development and School Change</td>
<td>3</td>
</tr>
<tr>
<td>EDL 625</td>
<td>Scholarly Writing for Practitioners</td>
<td>TO 4</td>
</tr>
<tr>
<td>EDL 626</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDL 690</td>
<td>Educational Leadership Internship</td>
<td>TO 12</td>
</tr>
</tbody>
</table>

Notes: EDL 625 must be taken for a total of 4 semester hours. EDL 690 must be taken for a total of 8 semester hours.
Educational Psychology/Human Learning and Development, Ed.D.

This program is designed to help students integrate theory, research and practice in the field of psychology and education. It helps prepare graduates for leadership and research positions in a broad range of educational settings, universities and continuing education programs for adults. Those whose undergraduate and master’s degrees are not in psychology may be required to complete prerequisites in addition to the requirements below.

In addition to National College of Education Doctoral Admissions Requirements (p. 158), applicants must:

- Submit written responses to substantive questions that directly speak to the applicant’s intellectual interests, professional goals, compatibility with program and commitments to the values of the program. Each program has its own set of questions and assessment criteria. Applicant responses are considered carefully, along with all other evidence, in determining the applicant’s potential for success in pursuing the Ed.D. degree.

- Submit official scores from the Graduate Records Examination (GRE)

- Submit four letters of recommendation. Two of the four required letters should be completed by people associated with the applicant’s recent graduate work and two by people supervising the applicant’s professional work.

- Note: The admission process occurs in two stages. First, the applicant submits the application and all supporting documentation to the Office of Admissions by the published deadlines. Faculty from the respective doctoral programs reviews the applications.

  The second stage of the admissions process consists of an interview with the program faculty. Because of the limited size of the doctoral programs, only a small number of applicants are selected to participate in the second stage of the admission process.

  The objectives of the interview process are to establish that applicants have clearly defined goals for pursuing doctoral study, to determine that the applicants’ goals may be met through the doctoral programs, to gain further information about the applicants and to clarify areas of concern, to provide an opportunity for applicants to ask questions about the programs and to enable applicants to acquaint themselves with faculty in the programs.

Program Details:
- Requires 63 SH for completion
- Requires comprehensive examination
- Requires a dissertation

Required Courses

Educational Psychology/Human Learning and Development Core - 15 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPD 659</td>
<td>Studies in Family-School Partnerships and Relationship-Building</td>
<td>3</td>
</tr>
<tr>
<td>EPD 660</td>
<td>Advanced Studies in Cognition: Learning and Knowledge as Social Practices</td>
<td>3</td>
</tr>
<tr>
<td>EPD 667</td>
<td>Advanced Studies in Cognition: Learning through Design-Based Research in Schools</td>
<td>3</td>
</tr>
<tr>
<td>EPD 668</td>
<td>Interpersonal Relationship in Culturally Diverse Educational Environments</td>
<td>3</td>
</tr>
<tr>
<td>EPD 669</td>
<td>Advanced Studies in Problem-Solving Special Education and School Psychology Service Delivery Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Educational Psychology/Human Learning and Development Minor Concentration - 12 SH

In consultation with a doctoral advisor, choose 12 SH in one or two areas of minor concentrations which are designed to provide breadth of knowledge in areas relevant to Educational Psychology

Program Electives - 9 SH

Choose 9 SH of NCE graduate courses in consultation with a doctoral advisor

Doctoral Core - 6 SH

Research and Dissertation - 21 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESR 604</td>
<td>Dissertation Proposal Seminar</td>
<td>2</td>
</tr>
<tr>
<td>ESR 612</td>
<td>Empirical/Analytic Research I</td>
<td>3</td>
</tr>
<tr>
<td>ESR 614</td>
<td>Interpretive and Critical Research I</td>
<td>3</td>
</tr>
<tr>
<td>ESR 616</td>
<td>Empirical/Analytic Research II</td>
<td>3</td>
</tr>
<tr>
<td>ESR 618</td>
<td>Interpretive and Critical Research II or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCD 699D</td>
<td>Dissertation: Educational Psychology</td>
<td>1  TO 8</td>
</tr>
</tbody>
</table>

Note: CCD 699D must be taken for a total of 8 semester hours.
Comprehensive Examination

The comprehensive examination is taken after completion of the doctoral, research and program core classes (with the exception of the last research course). Students must pass the comprehensive examination prior to formal work on the dissertation and advancement to candidacy for the Ed.D. degree.

Reading, Language and Literacy, Ed.D.

This program is designed to prepare graduates who are interested in school-based leadership positions, advanced clinical work or college-level teaching. Rigorous coursework and carefully supervised internships in clinical supervision, teaching, research, staff development and evaluation constitute the core of the preparation experience.

In addition to National College of Education Doctoral Admissions Requirements (p. 158), applicants must:

- Submit three letters of recommendation. Two of the three required letters should be completed by people who can attest to the candidate's capacity to complete rigorous graduate studies and one by a person supervising the applicant's professional work.
- Submit written responses to the following four questions:
  - What are your professional goals and how do you envision doctoral experiences supporting and/or relevant to achieving those goals?
  - What previous professional and personal experiences encouraged you to apply to this doctoral program?
  - Please explain what readings, academic studies or specific ideas have contributed to your current understandings as a professional.
  - How do you strive to enact these understandings?
- Note: The admission process occurs in two stages:
  - First, the applicant submits the application and supporting documentation to the Office of Admissions by the published deadlines. The Office of Admissions will forward the completed application to the doctoral committee. The Office of Admissions will forward to the doctoral committee the completed application form once all documentation is received. A faculty committee will review the documents and decide if and when to invite the applicant for a second stage of the admissions process.
  - The second stage will consist of having all applicants who appear to be a good match for the program being invited to campus for the second stage of the review process that includes: a group interview, a written response, and an individual interview.
- The first part of this will be a group interview which a faculty committee will interview applicants as a group. This will include a discussion/conversation among the candidates and the committee members, focusing on an article, selected by faculty and sent to the applicant in advance.
- After the group discussion, students will write a reflective essay on the ideas provoked by the discussion. Faculty will later review the essays to assess the student's ability to construct a written document.
- Individual interviews will follow the writing portion to enable faculty and the applicant to focus on individual and programmatic goals.

Program Details:

- Requires 63 SH for completion
- Requires a qualifying paper
- Requires a dissertation

Required Courses

Foundational Core - 18 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCD 605</td>
<td>Scholarly Habits of Mind</td>
<td>6</td>
</tr>
<tr>
<td>CCD 615</td>
<td>Psychological Foundations of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>CCD 620</td>
<td>Epistemology of Learning, Teaching and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>CCD 625</td>
<td>Critical Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CCD 630</td>
<td>Teacher Knowledge in Disciplines</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: CCD 605 must be taken for a total of 6 SH.

Reading, Language and Literacy Core - 15 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLD 600</td>
<td>Language, Linguistics and Literacy</td>
</tr>
<tr>
<td>RLD 601</td>
<td>Research in Early Literacy (Orthography and Word Recognition)</td>
</tr>
<tr>
<td>RLD 602</td>
<td>Reading Comprehension: Research and Application</td>
</tr>
<tr>
<td>RLD 606</td>
<td>Instruction and Staff Development in Reading and Language</td>
</tr>
<tr>
<td>RLD 607</td>
<td>Theory and Research in Writing</td>
</tr>
</tbody>
</table>

Research and Dissertation - 17 SH
ESR 612 Empirical/Analytic Research I 3
ESR 614 Interpretive and Critical Research I 3
ESR 616 Empirical/Analytic Research II 3
or
ESR 618 Interpretive and Critical Research II 3
and
CCD 699C Dissertation: Reading and Language 1

TO 8

Note: CCD 699C must be taken for a total of 8 semester hours.

Program Electives - 13 SH
Choose 13 SH of NCE graduate courses in consultation with the doctoral advisor

Qualifying Paper
When students complete all courses, with the exception of ESR 616 or ESR 618, they will work with a faculty advisor to plan a qualifying paper that represents a synthesis of their learning. This plan must be approved by the advisor and the program director for the paper’s focus and the start date. Before starting the writing, but after obtaining approval, the student registers for CCD 697E.

School Psychology, Ed.D.
This program prepares graduates to work as school psychologists in schools and potentially other clinical settings, to develop breadth or depth in the knowledge and skills of evidence-based practices with schools and families, expand their skills in evaluating and conducting research or to pursue higher education positions.

Students who successfully complete the Ed.D. may be eligible for the School Psychology endorsement if they have not previously been endorsed, but likely would be required to complete additional courses. They also may be eligible for certification by the National Association of School Psychologists (NASP) as Nationally Certified School Psychologists (NCSP) and the Illinois Clinical Psychology license.

Faculty review student progress annually to provide formative evaluation and prepare for the next phase of the program using a combination of course grades, portfolio assessments, field-based competencies and professional dispositions assessment.

In addition to National College of Education Doctoral Admissions Requirements (p. 158), applicants must:

- Submit at least 2 letters of recommendation, which are academic in nature, regarding the applicant's capacity for graduate work
- Submit written responses to substantive questions that directly speak to the applicant's intellectual interests, professional goals, compatibility with program and commitments to the values of the program. Each program has its own set of questions and assessment criteria. Applicant responses are considered carefully, along with all other evidence, in determining the applicant's potential for success in pursuing the Ed.D. degree.
- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
- Note: Applicants may apply to the Ed.D. degree at the time they apply to the M.Ed master's degree
- Note: Applicants who already hold a master's degree from a regionally accredited institution may apply to the Ed.D. per required admission criteria
- Note: The admission process occurs in two stages. First, the applicant submits the application and all supporting documentation to the Office of Admissions by the published deadlines. Faculty from the respective doctoral programs reviews the applications.

The second stage of the admissions process consists of an interview with the program faculty. Because of the limited size of the doctoral programs, only a small number of applicants are selected to participate in the second stage of the admission process.

The objectives of the interview process are to establish that applicants have clearly defined goals for pursuing doctoral study, to determine that the applicants’ goals may be met through the doctoral programs, to gain further information about the applicants and to clarify areas of concern, to provide an opportunity for applicants to ask questions about the programs and to enable applicants to acquaint themselves with faculty in the programs.

Program Details:
- Requires 63 SH for completion
- Requires comprehensive examination
• Requires a dissertation
• Requires a full-school year (9–12 month), paid internship in public schools or approved clinical settings

Required Courses
Research and Dissertation - 21 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESR 612</td>
<td>Empirical/Analytic Research I</td>
<td>3</td>
</tr>
<tr>
<td>ESR 614</td>
<td>Interpretive and Critical Research I</td>
<td>3</td>
</tr>
<tr>
<td>ESR 616</td>
<td>Empirical/Analytic Research II</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ESR 618</td>
<td>Interpretive and Critical Research II</td>
</tr>
<tr>
<td>CCD 699F</td>
<td>Dissertation: School Psychology</td>
<td>1 TO 8</td>
</tr>
</tbody>
</table>

Note: CCD 699F must be taken for a total of 8 semester hours.

School Psychology Core - 29 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 654</td>
<td>Multi-Tiered Systems of Support in Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>EPS 659</td>
<td>Studies in family-school partnerships and relationship-building</td>
<td>3</td>
</tr>
<tr>
<td>EPS 668</td>
<td>Diversity and Multiculturalism in Schools</td>
<td>3</td>
</tr>
<tr>
<td>EPS 669</td>
<td>Multi-Tiered Systems of Services and Supports as a Vehicle for School Change</td>
<td>3</td>
</tr>
<tr>
<td>EPS 670</td>
<td>Fundamentals of Supervision</td>
<td>1 TO 3</td>
</tr>
<tr>
<td>EPS 690</td>
<td>Doctoral Internship in School Psychology</td>
<td>2</td>
</tr>
<tr>
<td>EPS 692</td>
<td>Doctoral Practicum in School Psychology</td>
<td>2</td>
</tr>
</tbody>
</table>

Notes: EPS 670 must be taken for 3 semester hours. EPS 690 must be taken for a total of 8 semester hours. EPS 692 must be taken for a total of 6 semester hours.

Program Electives - 13 SH

Choose 13 SH of NCE graduate courses with the approval of a doctoral advisor

Comprehensive Examination

The comprehensive examination is taken after completion of the doctoral, research and program core classes (with the exception of the last research course). Students must pass the comprehensive examination prior to formal work on the dissertation and advancement to candidacy for the Ed.D. degree.

Non-Degree Endorsement Offerings

NLU offers coursework that may lead to endorsements on the Illinois Professional Educator License. These endorsements have additional requirements beyond coursework. Visit the Illinois State Board of Education for more details.

Bilingual Education Endorsement

NLU courses meet the Illinois standards for endorsement in Bilingual Education. Earning the endorsement calls for both coursework and fulfilling additional requirements. Students are not required to be admitted to NLU if earning the endorsement independently of any degree program or certificate.

Coursework:

• 18 SH per the tables below
• A grade of “C” or better in all coursework is required

Additional requirements:

• A valid and active Professional Educator License
• 100 clock hours of clinical experience or 3 months’ teaching experience with limited English proficient students (20 clinical/clock hours may be earned in each course)
• Proficiency in a foreign language, as demonstrated in the Illinois Target Language Proficiency Exam, is required for the endorsement
• Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

Bilingual Education Approval or Endorsement Courses - 15 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 500</td>
<td>Foundations of ESL and Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>CIL 506</td>
<td>Methods and Materials for Teaching Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL 510</td>
<td>Assessment of ESL and Bilingual Education Students</td>
<td>3</td>
</tr>
<tr>
<td>CIL 531</td>
<td>Cross Cultural Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Bilingual Education Approval or Endorsement Electives - 3 SH

Choose 3 SH from the courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 501</td>
<td>Introduction to Linguistics for TESOL</td>
<td>3</td>
</tr>
</tbody>
</table>
Director of Special Education Endorsement

NLU offers coursework suitable for candidates interested in earning the State of Illinois Director of Special Education endorsement.

Candidates for this endorsement must have:

- An Illinois Professional Education License (PEL) already endorsed in an ISBE-approved administrative field
- Documentation of a minimum of two years of full time special education teaching (LBSI) on a valid Illinois license as the teacher of record within a Pre K-age 21 (common schools) experience or service as a school social worker, school psychologist or speech language pathologist on a valid IL license
- A master's degree or higher from a regionally accredited institution
- Completed 30 SH of relevant coursework, as described below
- Passed the TAP or ISBE-approved alternative (p. 108)
- Passed the Director of Special Education content test (#180)

Required Courses

Four Required Areas of Coursework

In accordance with ISBE requirements, candidates must take one course in each of the following areas:

- The supervision of programs for children with disabilities
- Special education law
- Special education finance
- Cross-categorical special education methods

The below coursework fulfills ISBE’s criteria.

SPE 561 Administration and Supervision of Programs for Exceptional Children, Adolescents and Young Adults 3

Additional Coursework

ISBE requires that candidates for the Director of Special Education endorsement take the remainder of their 30 semester hours of coursework in any of the following areas:

- Curricular adaptations/modifications and/or assistive technology
- Facilitation of the least restrictive environment for all students
- Characteristics of students with disabilities
- Collaboration of parents and school personnel
- Educational and psychological diagnosis and remedial techniques

The below courses are aligned with one or more of these areas.

SPE 500 Introduction to and Methods of Teaching Students with Disabilities 3
SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents 3
SPE 503 Collaborative and Consultative Teaming and Teaching 3
SPE 506 Frameworks, Perspectives, and Collaboration in Special Education 3
SPE 507 Methods of Social/Emotional Support 3
SPE 508 Literacy Across the Curriculum for Students with Disabilities 3
SPE 509 Literacy Instruction for Diverse Learners 3
SPE 523 Teaching Students with Math Disabilities 3
SPE 545 Assistive Technology 2
SPE 572 Practicum I 2

Note: SPE 572 should be taken for 2 semester hours.

Early Childhood Education Subsequent Teaching Endorsement

Teachers who have an Illinois Professional Educator License endorsed for elementary education,
secondary education or special education may add an endorsement in early childhood education through this standards-based sequence. Teachers who have only a teaching credential from another state or who have only a temporary, substitute or other specialized teaching credential are not eligible for this program. Candidates for subsequent teaching endorsement must be admitted to NLU.

Eligible candidates begin by completing ECE 569 which includes the development of a college-approved electronic portfolio as a self-assessment of the extent to which they have met the state standards for early childhood endorsement. A faculty team from the new endorsement area will review the portfolio and determine additional requirements for the endorsement. Candidates then meet with an advisor from early childhood to plan a personalized program.

At the conclusion of this personalized program, candidates complete a practicum experience, ECE 575, the extent of which is determined by the faculty team, taking into account candidates’ previous experience and state standards. At the conclusion of the practicum, candidates may apply for state endorsement in early childhood education.

In addition to National College of Education Graduate Admission Requirements (p. 119), applicants must:

- Have a valid and current Illinois Professional Educator License
- Have two years of classroom experience, within the last five years, prior to beginning ECE 569
- Have written verification of classroom experience from a previous or current employer
- Sit for an interview with a faculty advisor
- Note: Applicants who were certified originally out-of-state or before 1994 need to pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 569</td>
<td>Portfolio Development for Subsequent Certification</td>
<td>4</td>
</tr>
<tr>
<td>ECE 575</td>
<td>Subsequent Certification Practicum</td>
<td>3 TO 6</td>
</tr>
</tbody>
</table>

Note: Additional courses are selected in collaboration with an advisor to complete certification standards (courses and semester hours to be determined).

Early Childhood Special Education Endorsement

Students may earn an Early Childhood Special Education endorsement on a Professional Educator License already endorsed for self-contained general education (age 0 to grade 3) or LBS I (preK to age 21) by having the following four courses required by the Illinois State Board of Education. The Early Childhood Special Education Endorsement is valid for PreK special education only. Any PreK teacher teaching in a special education setting must hold this credential.

Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 510</td>
<td>Early Childhood Special Education Language Development and Challenges</td>
<td>2</td>
</tr>
<tr>
<td>SPE 532</td>
<td>Early Childhood Special Education Curriculum, Instruction and Methods</td>
<td>3</td>
</tr>
<tr>
<td>SPE 533</td>
<td>Early Childhood Special Education Diagnostic Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPE 534</td>
<td>Early Childhood Special Education Collaboration, Family and Community</td>
<td>3</td>
</tr>
</tbody>
</table>

Elementary Education Subsequent Teaching Endorsement

Teachers who have an Illinois Professional Educator License endorsed for early childhood education, secondary education or special education may add a subsequent teaching endorsement in elementary education through this standards-based sequence. Teachers who have only a teaching credential from another state or who have only a temporary, substitute or other specialized teaching credential are not eligible for this program. Candidates for subsequent teaching endorsement must be admitted to NLU.

Eligible candidates begin by completing ELE 569 which includes the development of a college-approved electronic portfolio as a self-assessment of the extent to which they have met the state standards for elementary endorsement. A faculty team from the new endorsement area will review the portfolio and determine additional requirements for endorsement. Candidates then meet with an advisor from elementary education to plan a personalized program.

At the conclusion of this personalized program, candidates complete a practicum experience, ELE
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 endorsement in elementary education.

In addition to National College of Education Graduate Admission Requirements (p. 119), applicants must:

- Have a valid and current Illinois Professional Educator License
- Have two years of classroom experience, within the last five years, prior to beginning ELE 569
- Have written verification of classroom experience from a previous or current employer
- Sit for an interview with a faculty advisor
- Note: Applicants who were certified originally out-of-state or before 1994 need to pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 569</td>
<td>Portfolio Development for Subsequent Certification</td>
<td>4</td>
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<tr>
<td>ELE 575</td>
<td>Subsequent Certification Practicum</td>
<td>3-6</td>
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Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 500</td>
<td>Foundations of ESL and Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>CIL 510</td>
<td>Assessment of ESL and Bilingual Education Students</td>
<td>3</td>
</tr>
<tr>
<td>CIL 531</td>
<td>Cross Cultural Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL 501</td>
<td>Introduction to Linguistics for TESOL</td>
<td>3</td>
</tr>
<tr>
<td>CIL 512</td>
<td>Reading in a New Language: Linguistic Considerations</td>
<td>3</td>
</tr>
</tbody>
</table>

English as a Second Language Concentration-Electives - 3 SH

Choose 3 SH from the below courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 501</td>
<td>Introduction to Linguistics for TESOL</td>
<td>3</td>
</tr>
<tr>
<td>CIL 511</td>
<td>Family Literacy for Linguistically and Culturally Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>CIL 512</td>
<td>Reading in a New Language: Linguistic Considerations</td>
<td>3</td>
</tr>
<tr>
<td>CIL 532</td>
<td>Technology Instruction for Linguistically and Culturally Diverse Students</td>
<td>3</td>
</tr>
</tbody>
</table>

English as a Second Language Approval or Endorsement Courses - 15 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
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<tbody>
<tr>
<td>CIL 500</td>
<td>Foundations of ESL and Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>CIL 510</td>
<td>Assessment of ESL and Bilingual Education Students</td>
<td>3</td>
</tr>
<tr>
<td>CIL 531</td>
<td>Cross Cultural Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL 501</td>
<td>Introduction to Linguistics for TESOL</td>
<td>3</td>
</tr>
</tbody>
</table>

Learning Behavior Specialist I (LBS I) Endorsement

The LBS I endorsement is for teachers with a valid Illinois Professional Educator License endorsed for early childhood and self-contained general education (age 0 to grade 3), self-contained general education (kindergarten to grade 9) or secondary education with applicable levels and content areas. In order to earn the endorsement, candidates must pass the LBS I content test.

Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 500</td>
<td>Introduction to and Methods of Teaching Students with Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>
Learning Behavior Specialist II (LBS II) Endorsement

National College of Education offers two non-degree special education programs that address state standards-based requirements needed to demonstrate competency in the area of Learning Behavior Specialist II (LBS II) for the Curriculum Adaptation Specialist and Technology Specialist. These endorsements are only available to teachers who have an LBS I endorsement.

In addition to National College of Education Graduate Admission Requirements (p. 119), candidates must:

- Have a valid Illinois Professional Educator License with LBS I (preK to age 21) endorsement
- Pass the Illinois APT Test

Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

LBS II Curriculum Adaptation Specialist

The LBS II Curriculum Adaptation Specialist prepares candidates to select or design accommodations and adaptations to the general curriculum and instruction for students with disabilities, ages 3–21. The program prioritizes translating research into practice, fostering collaboration among professionals, selecting and designing curricular and instructional adaptations and making curriculum-based assessments.

LBS II Technology Specialist

The LBS II Technology Specialist prepares candidates to identify, obtain and teach with assistive technologies for K–12 students with disabilities. Candidates will be prepared to assess a student’s technology needs and to integrate such technology into the daily instruction and routine for the student. The program will prepare candidates to provide consultation to colleagues and families regarding technologies. Candidates completing the certificate program will have met the LBS II Content Area Standards for Technology Specialist. The program prioritizes translating research into practice, fostering collaboration among professionals, integrating technology into instruction and coordinating interdisciplinary services and case management within the school.

Required Courses

LBS II Curriculum Adaptation Specialist - 12 SH

- SPE 554 Application of Learning Theories in Student Centered Learning Environments 3
- SPE 555 Differentiated Instruction in the Least Restrictive Environment 3
- SPE 556 Planning and Designing Responsive Learning Environments 3
- SPE 590 Special Education Clinical Internship 2 OR 3

Note: Students must take SPE 590A three times for 1 SH each to equal 3 SH.

LBS II Technology Specialist - 12 SH

- SPE 546 Foundations of Assistive Technology 3
- SPE 547 Assistive Technology for the Universal Design Classroom 3
- SPE 548 Applications of Assistive Technology 3
- SPE 590 Special Education Clinical Internship 2 OR 3

Note: Students must take SPE 590A three times for 1 SH each to equal 3 SH.

Reading Teacher Endorsement

The reading sequence of courses at NLU fulfills the State of Illinois guidelines for the preparation of Reading Teachers. Candidates are referred to the website of the Illinois State Board of Education for specific requirements, updates and amendments.

Coursework:

- 24 SH of Reading courses
- A grade of “C” or better in all coursework is required
- Practicum

Additional requirements:

- Candidates must pass the Reading Teacher Test #177 or Reading Specialist test #176
- Candidates must be admitted to Reading, M.Ed. (p. 143) or Reading C.A.S. (p. 144) program
- Teacher certification
• Membership in professional literacy organization
• An electronic portfolio
• Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

Reading Program - 21 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
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<tbody>
<tr>
<td>RLR 501</td>
<td>Teaching Beginning Literacy</td>
<td>3</td>
</tr>
<tr>
<td>RLR 502</td>
<td>Teaching Comprehension and Content Area Reading</td>
<td>3</td>
</tr>
<tr>
<td>RLR 541</td>
<td>Teaching Writing</td>
<td>2</td>
</tr>
<tr>
<td>RLL 520</td>
<td>Survey of Youth Literature, PreK-12</td>
<td>3</td>
</tr>
<tr>
<td>or RLR 528</td>
<td>Diverse Perspectives in Youth Literature, PreK-12</td>
<td>3</td>
</tr>
<tr>
<td>RLR 510</td>
<td>Diagnosis and Assessment of Reading</td>
<td>3</td>
</tr>
<tr>
<td>RLR 511</td>
<td>Instructional Strategies for Literacy Interventions</td>
<td>3</td>
</tr>
<tr>
<td>RLR 592A</td>
<td>Practicum: Literacy Interventions for Elementary Students</td>
<td>2</td>
</tr>
<tr>
<td>RLR 592B</td>
<td>Practicum: Literacy Interventions for Secondary Students</td>
<td>2</td>
</tr>
</tbody>
</table>

Reading Electives - 9 SH

Choose 9 SH from RLL (p. 369), RLR (p. 374), or RLW (p. 376) courses with advisor approval. Note: No workshops are accepted.

School Counseling Endorsement

NLU courses meet the Illinois standards for School Counseling endorsement. Earning the endorsement calls for both coursework and fulfilling additional requirements. Candidates are referred to the website of the Illinois State Board of Education for specific requirements, updates and amendments.

In addition to the College of Arts and Sciences Graduate Admission Requirements (p. 98), applicants must:
• Have a master’s degree in clinical counseling or in an equivalent clinical program
• Submit official transcripts from all institutions attended
• Submit the results of the Watson-Glaser Critical Thinking Appraisal
• Submit three letters of recommendation

• Complete an admission interview with a faculty member
• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
• Submit a written response to questions provided by the Office of Admissions

Coursework:
• 12 SH OR 22 SH—Additional courses, as determined by an individual evaluation with the Counseling faculty, may be required
• A grade of “B” or better in all coursework is required
• Practicum
• An internship
• Candidates must fulfill coursework for one of two options: Course requirements for candidates who hold a Professional Educator License OR Course requirements for candidates who do not hold a Professional Educator License

Additional requirements:
• Note: Candidates are eligible for federal financial aid only for courses used for a degree in which the candidate is simultaneously enrolled
• Note: This program is offered jointly through the College of Arts and Sciences and the National College of Education
• Those who hold the Masters of Science in Counseling from NLU must retake HSC 581 and HSC 582 in order to fulfill the internship requirement for this endorsement

Required Courses

Course Requirements for Candidates Who Hold a Professional Educator License - 12 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
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</thead>
<tbody>
<tr>
<td>HSC 534</td>
<td>School Counseling: Theory, Issues and Practice</td>
<td>3</td>
</tr>
<tr>
<td>HSC 533</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>HSC 581</td>
<td>Internship I</td>
<td>3</td>
</tr>
<tr>
<td>HSC 582</td>
<td>Internship II</td>
<td>3</td>
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</table>

Course Requirements for Candidates Who Do Not Hold a Professional Educator License - 22 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 539</td>
<td>Foundations of Behavioral Support</td>
<td>2</td>
</tr>
<tr>
<td>EPS 509</td>
<td>Structure and Organization of the Educational System for School Counselors</td>
<td>2</td>
</tr>
<tr>
<td>LAP 506</td>
<td>Advanced Human Development</td>
<td>3</td>
</tr>
<tr>
<td>SPE 500</td>
<td>Introduction to and Methods of Teaching Students with Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>
Secondary Education Subsequent Teaching Endorsement

Teachers who have an Illinois Professional Educator License endorsed for early childhood education, elementary education or special education may add endorsement in secondary education through this standards-based sequence. Teachers who have only a teaching credential from another state or who have only a temporary, substitute or other specialized teaching credential are not eligible for this program. Candidates for subsequent teaching endorsement must be admitted to NLU.

Eligible candidates begin by completing SEC 569, which includes the development of a college-approved electronic portfolio as a self-assessment of the extent to which they have met the state standards for secondary endorsement. A faculty team from the new endorsement area will review the portfolio and determines additional requirements for endorsement. Candidates then meet with an advisor from secondary education to plan a personalized program.

At the conclusion of this personalized program, candidates complete a practicum experience, SEC 575, the extent of which is determined by the faculty team, taking into account candidates' previous experience and state standards. Upon conclusion of the practicum, candidates may apply for state endorsement in secondary education.

In addition to National College of Education Graduate Admission Requirements (p. 119), applicants must:

- Have a valid and current Illinois Professional Educator License
- Have two years of classroom experience, within the last five years, prior to beginning SEC 569
- Have written verification of classroom experience from a previous or current employer
- Sit for an interview with a faculty advisor
- Fulfill the subject area-specific requirements as specified below
- Note: Applicants who were certified originally out-of-state or before 1994 need to pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
- Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

 Biological Science:  

- Have a grade point average of 3.0 or better in Biology coursework
- Have 12 SH of upper division courses in Biology
- Pass the Content Test in Biology
- A major in Biology from a regionally accredited institution or a minimum of 24 SH of coursework in Biology with 10 SH of laboratory courses and at least one course in each of the areas listed below:
  - One course in Chemistry
  - One course in Earth Science/Space Science
  - One course in Environmental Science
  - One course in Physics
  - 6 SH in Math—must be above College Algebra

 English/Language Arts:  

- Have a grade point average of 3.0 or better in English coursework
- Have 32 SH of coursework in English (12 SH of upper division courses)
- Pass the Content Test in English/Language Arts
- 9 SH in Writing Skills: 6 SH of Composition (Comp I/II, advanced writing courses, or writing-intensive courses) and 3 SH of Creative Writing
- 17 SH must be in Literature with one course in each of the following areas:
  - Introduction to Literary Criticism
  - American Literature
  - English Literature
  - Nonwestern or Ethnic American Literature
  - Shakespeare
  - Poetry or Adolescent Literature
  - 6 SH can be in writing, literature, speech or journalism

 Foreign Languages:  

- Choose a foreign language designation from one of the following: Chinese (Cantonese), Chinese (Mandarin), French, German, Hebrew, Italian, Japanese, Korean, Latin, Russian or Spanish
• Have a grade point average of 3.0 or better in foreign language designation coursework
• Have 32 SH of coursework in foreign language designation (12 SH of upper division)
• Pass the ACTFL foreign language oral proficiency exam
• Pass the foreign language designation test
• Beginning Language I & II in the designation language
• Intermediate Language I & II in the designation language
• One course in each of the following areas in the designation language:
  • Grammar and Composition
  • Introduction to Literature
  • Introduction to History and Culture

Mathematics:

• Have a grade point average of 3.0 or better in Mathematics coursework
• Have 32 SH of coursework in Mathematics (12 SH of upper division courses)
• Pass the Content Test in Mathematics
• CALCULUS (6 SH)—These courses should cover the topics of limits, continuity, differentiation and applications of integration and possibly some topics from analytic geometry. The use of calculus in solving real life problems with technology should be emphasized. The courses meeting this requirement should be sequential in nature.
• FOUNDATIONS OF GEOMETRY (or COLLEGE GEOMETRY) (3 SH)—This focuses on major concepts of Euclidean geometry, with introduction of non-Euclidean geometry, including the study of axiom and postulate-based deductive systems and the development of mathematical conjectures and proofs. The construction and representation of two and three-dimensional shapes is included as perspective drawings, or physical models, and as virtual representations, using dynamic geometry applications.
• GEOMETRY (3 SH)—Courses such as projective, affine and topology fit here. Three semester hours of an analytic geometry that was integrated in a calculus sequence may be placed here. These three semester hours of geometry must be upper (300/400/graduate) level.
• NUMBER THEORY (3 SH)—Courses should contain number theory, comparisons of numbers and number systems, and representation/application of complex numbers. Courses with titles such as group theory, ring theory and field theory will also fit in this area.
• MODERN/ABSTRACT ALGEBRA (3 SH)—Courses within this area should contain the development of the real number system and its subsystems and the analysis and explanation of procedures used for operations involving integers, rational, real and complex numbers. The use of technology to demonstrate and apply the properties of real numbers and their use in solving real life problems should also be included in this course.
• LINEAR ALGEBRA (3 SH)—The content of the course should include matrices and their operations, solutions of systems and equations, vector spaces, linear transformation, eigen values and eigenvectors with a focus on the use of linear algebra in solving real life problems. A course in matrix algebra or matrix theory will fit in this area.
• DISCRETE MATHEMATICS (3 SH)—Coursework within this area will involve the elements of graph theory, recurrence relations, finite difference approaches, linear programming and combinatorics. Coursework can also contain discrete structures and the application of algorithms. Courses with titles such as finite math, logic, data structures and discrete structures would also fit in this area.
• PROBABILITY & STATISTICS (3 SH)—Coursework in this area should contain the treatment of topics as mutually exclusive events, independent ad dependent events, conditional probability, combinatorics, random variables, sampling methods, confidence intervals, inferential statistics, distributions and correlation. Estimating probabilities and data representation using graphing calculators or statistical software should also be covered in this course. A statistics in other areas (business, economics, etc.) may be placed here.
• HISTORY OF MATHEMATICS (3 SH)—This course provides a study of the historical development of the central concepts of mathematics from early times to the present. Students analyze the accomplishments of significant mathematicians within historical, cultural, and scientific contexts, including contributions from diverse cultures.
• MATH ELECTIVES (2 SH)—any college-level math electives if needed to reach 32 SH
Physical Science:
• Choose a designation from one of the following: Chemistry, Earth Science, Environmental Science or Physics
• Have a grade point average of 3.0 or better in designation coursework
• Have 32 SH of coursework in Science (12 SH of upper division)
• Have a major from a regionally-accredited institution (or minimum 24 SH) in a single designated area (10 SH of laboratory coursework for students who don’t have major in the designated area)
• Have at least one course in Biology and each of the other designations
• Have 6 SH in Math—must be above College Algebra. Courses that will count include Trigonometry, Differential Equations, Advanced Algebra, Statistics and other upper level Math courses.
• Pass the Content Test in designation area

Social Studies:
• Choose a designation from one of the following: Economics, Geography, History, Political Science, Psychology, Sociology/Anthropology or Broad-based Social Science
• Have a grade point average of 3.0 or better in designation coursework
• Have 32 SH of coursework in Social Studies (12 SH of upper division)
• Submit a passing score in at least five of the six categories (including the designation area) on the Praxis II Social Studies Content Knowledge Examination taken within the past 10 years. Students who pass more than three, but fewer than five categories (including the area of endorsement) will be considered for four-course review admission status.
• A major from a regionally accredited institution in one of the designation areas, minimum 24 SH (Economics, Geography, History, Political Science, Psychology or Sociology/Anthropology)
• At least one course in each of the additional areas listed below (excluding the area of designation):
  • Economics
  • Geography
  • Political Science
  • Psychology
  • Sociology/Anthropology
  • U.S. History
  • World History
  • A course with a nonwestern focus
• Candidates who do not have a major in one of the designations of Economics, Geography, History, Political Science, Psychology or Sociology/Anthropology may choose the Broad-based Social Science endorsement. Candidates must fulfill all of these areas:
  • 18 SH of History including the minimum of two U.S. History courses and one in Nonwestern/World History (can be Africa, Asia, Caribbean, Central and South America or Pacifica)
  • One course in Economics
  • One course in Geography
  • One course in Political Science
  • One course in Psychology
  • One course in Sociology/Anthropology
  • Pass the Content Test (114)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 569</td>
<td>Portfolio Development for Subsequent Certification</td>
<td>4</td>
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<tr>
<td>SEC 575</td>
<td>Subsequent Certification Practicum</td>
<td>3 TO 6</td>
</tr>
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</table>

Note: Additional courses are selected in collaboration with an advisor to complete certification standards.

Special Education Subsequent Teaching Endorsement

Teachers who have an Illinois Professional Educator License endorsed for early childhood education, elementary education or secondary education may add a subsequent teaching endorsement in special education through this standards-based sequence. Teachers who have only a teaching credential from another state or who have only a temporary, substitute or other specialized teaching credential are not eligible for this program. Candidates for subsequent teaching endorsement must be admitted to NLU.

Eligible candidates begin by completing SPE 569 which includes the development of a college-approved electronic portfolio as a self-assessment of the extent to which they have met the state standards.
for special education endorsement. A faculty team from the new endorsement area reviews the portfolio and determines additional requirements for endorsement. Candidates then meet with an advisor from special education to plan a personalized program.

At the conclusion of this personalized program, candidates complete a practicum experience, SPE 575, the extent of which is determined by the faculty team, taking into account candidates' previous experience and state standards. At the conclusion of the practicum, candidates may apply for state endorsement in special education.

In addition to National College of Education Graduate Admission Requirements (p. 119), applicants must:

• Have a valid and current Illinois Professional Educator License
• Have two years of classroom experience, within the last five years, prior to beginning SPE 569
• Have written verification of classroom experience from a previous or current employer
• Sit for an interview with a faculty advisor
• Note: Applicants who were certified originally out-of-state or before 1994 need to pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
• Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

SPE 569 Portfolio Development for Subsequent Certification 4
SPE 575 Subsequent Certification Practicum 3

Note: Additional courses are selected in collaboration with an advisor to complete certification standards.

Superintendent Credential

Those who have a doctoral degree in education but not the superintendent credential may earn that endorsement at NLU. In Illinois it is the Superintendent Endorsement on the Professional Educator License (candidates must already have the general administrative or principal endorsement) and in Wisconsin it is in addition to previously earned 51 certification.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

• Have a doctoral degree from regionally accredited institution in the field of educational administration, educational leadership, educational policy or a closely related subject
• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
• Document evidence of at least two years of leadership in the educational field
• Submit four letters of recommendation from people who are familiar with applicant's professional or academic work (at least one from a person supervising professional work)
• Submit a professional resume
• Submit doctoral questions and answers response
• Undergo faculty review
• Sit for an interview
• Note: If the applicant has received a doctoral degree in Educational Leadership from NLU, then the four letters of recommendation, professional resume, doctoral questions and answers response, faculty review and interview are waived.

This credential requires:

• A minimum of 9 SH of coursework; additional coursework, including 9 SH of internship, may be required upon evaluation of portfolio
• A grade of “B” or better in all coursework
• An electronic portfolio created in EDL 610
• Note: This program is ineligible for federal financial aid

Required Courses - 9 SH

EDL 610 Entry Portfolio Development for Superintendent Endorsement 1
EDL 690 Educational Leadership Internship 8

Note: If needed, additional courses and 9 SH of internship (EDL 690 Educational Leadership Internship) are selected in collaboration with an advisor to complete certification standards.

Teacher Leader Endorsement

The Teaching, Learning and Assessment sequence of courses at NLU fulfills the State of Illinois guidelines for the preparation of Teacher Leader. Candidates are referred to the website of the Illinois State Board of Education for specific requirements, updates and
amendments. Candidates for subsequent teaching endorsement must be admitted to NLU.

Coursework:
• 18 SH of coursework
• A grade of “C” or better in all coursework is required
• Requires a research project

Additional requirements:
• Candidates must have a master’s degree or higher from a regionally accredited institution
• Candidates must have a valid Professional Educator License
• Candidates must have two years of teaching experience
• Candidates must successfully complete the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
• Submit one letter of recommendation and a list of three references to include supervisors, employers, professors or others who have known the applicant in a professional or academic capacity
• Note: Candidates may be eligible for financial aid. Contact the Financial Aid office for more information.

Required Courses

Teacher Leader Requirements 13 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
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<td>Teacher as Leader Seminar I</td>
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<tr>
<td>EDL 510</td>
<td>Leadership and Organizational Development of Schools</td>
<td>3</td>
</tr>
<tr>
<td>TLA 541</td>
<td>Assessing Teaching and Learning: Introduction to Assessment</td>
<td>2</td>
</tr>
<tr>
<td>TLA 588</td>
<td>Constructing Curriculum for Engaging the Whole Learner</td>
<td>3</td>
</tr>
<tr>
<td>RLL 563</td>
<td>Instructional Models, Practices and Theories of Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>TLA 536</td>
<td>Teacher as Leader Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>TLA 530</td>
<td>Supporting Teaching and Learning Through Mentoring and Coaching</td>
<td>3</td>
</tr>
<tr>
<td>RLL 566A</td>
<td>Teacher Leadership: School Change Seminar I</td>
<td>3</td>
</tr>
</tbody>
</table>

Teacher Leader Electives 5 SH

Choose 5 SH from the list of courses below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLA 542</td>
<td>Linking Assessment of Teaching and Learning: Field Study</td>
<td>2</td>
</tr>
<tr>
<td>TLA 589</td>
<td>Differentiating for Diverse Learners</td>
<td>3</td>
</tr>
</tbody>
</table>
Elementary Education Majors

Art Major, Elementary Education

Elementary Education (p. 114) students may select a second major in Art to fulfill their standard teaching concentration requirement. By choosing this major, future teachers will increase their familiarity with art in ways they may find useful for their classrooms.

The art curriculum at NLU features studio art, art history and art appreciation.

**Major Details:**
- Requires 45 QH including Art courses taken as part of the General Education requirement
- 25 QH must be upper level
- 15 QH of upper level coursework must be taken at NLU
- Requires a minimum grade of “C” for each course in the major

**Required Courses**

**Design Course - 5 QH**
- LAA 301 Design 5

**Art History Elective - 5 QH**

Choose one of the courses below:
- LAA 310 Mexican Art 2 TO 5
- LAA 320 African Art 2 TO 5
- LAA 322 19th and 20th Century Art 2 TO 5

Note: The course selected must be taken for 5 quarter hours.

**Art Electives - 35 QH**

Choose 35 QH of Art (p. 305) elective courses

Note: LAA 110 is recommended.

English Major, Elementary Education

Elementary Education (p. 114) students may select a second major in English to fulfill their standard teaching concentration requirement. Students will learn about the major writers and periods of British and American literature and the cultural traditions found in minority literature. They will also master the basics of language, rhetoric and composition theory and learn how to analyze and critique writing.

**Major Details:**
- Requires 45 QH including English courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the major

**Required Courses**

**Core Course**
- LAE 314 History of the English Language 5

**Literary Period Course**
- LAE 305 Advanced Studies in British Literature: Beginning to 1750 5 or
- LAE 306 Advanced Studies in British Literature: 1750-1900 5 or
- LAE 405 Advanced Studies of American Literature: Beginning-1900 3 OR 5 or
- LAE 406 Advanced Studies of American Literature: 1900-1950 3 OR 5

Note: LAE 405 and LAE 406 must be taken for 5 quarter hours.

**Literature and Writing Electives - 35 QH**

Choose 35 QH of undergraduate literature or writing (p. 306) courses

Note: The following course does not count toward the literature and writing elective: LAE 100A. LAE 490 and LAE 495 must be approved.

Mathematics Major, Elementary Education

Elementary Education (p. 114) students may select a second major in Mathematics to fulfill their standard teaching concentration requirement.
Major Details:

- Requires 45 QH including Mathematics courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum of “C” in all coursework in the major
- To complete this major, choose five courses from four of the seven Areas of Mathematics listed below. Two of the courses must be in the same area.

Required Courses

Area I – Math Content for Elementary Ed Teachers
LAM 301 Mathematics Content for Teachers: Problem Solving 5

Area II – Calculus
LAM 311 Calculus I 5
LAM 312 Calculus II 5

Area III – Modern Algebra / Number Theory
LAM 214 Finite Mathematics 5
LAM 309 Theory of Numbers 5
LAM 320 Discrete Mathematics 5

Area IV – Geometry
LAM 307 Investigatory Geometry and Measurement 5
LAM 405 Geometry 5

Area V – Computer Science
LAM 303 Computer Programming I 5
LAM 305 Computer Programming II 5

Area VI – Probability and Statistics
LAM 308 Exploratory Probability and Statistics 5
LAM 403 Mathematical Probability and Statistics 5

Area VII – History of Mathematics
LAM 315 History of Math: A Problem-Solving Approach 5
LAM 450 History of Mathematics for Teachers: Algebra and Geometry OR 3 5
LAM 451 History of Mathematics for Teachers: Probability and Statistics OR 3 5

Mathematics Electives

Choose 20 QH from the courses below:

LAM 214 Finite Mathematics 5
LAM 220 College Algebra 5
LAM 301 Mathematics Content for Teachers: Problem Solving 5
LAM 303 Computer Programming I 5
LAM 305 Computer Programming II 5
LAM 307 Investigatory Geometry and Measurement 5
LAM 308 Exploratory Probability and Statistics 5
LAM 309 Theory of Numbers 5
LAM 310 Precalculus 5
LAM 311 Calculus I 5
LAM 312 Calculus II 5
LAM 315 History of Math: A Problem-Solving Approach 5
LAM 320 Discrete Mathematics 5
LAM 325 Linear Programming 5
LAM 330 Matrix Algebra 5
LAM 403 Mathematical Probability and Statistics 5
LAM 405 Geometry 5
LAM 410 Linear Algebra 5
LAM 450 History of Mathematics for Teachers: Algebra and Geometry OR 3 5
LAM 451 History of Mathematics for Teachers: Probability and Statistics OR 3 5

Notes: The following courses do not count toward the mathematics electives: LAM 100A, LAM 100B, LAM 106, LAM 109, LAM 110, LAM 112, LAM 115, LAM 213, LAM 216, LAM 225. LAM 450 and LAM 451 must be taken for 5 quarter hours.

Psychology Major, Elementary Education

Elementary Education (p. 114) students may select a second major in Psychology to fulfill their standard teaching concentration requirement. The Psychology major prepares students to use psychological concepts and theories and provides a foundation for further graduate study. Students may apply their knowledge to a number of settings, including the classroom.
Major Details:

- Requires 45 QH including Psychology courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
- 25 QH of the upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the major

Required Courses

Developmental Psychology

Choose one of the courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 200</td>
<td>Psychology of Development in the Infant/Toddler Years</td>
<td>5</td>
</tr>
<tr>
<td>LAP 201</td>
<td>Psychology of Early Childhood</td>
<td>5</td>
</tr>
<tr>
<td>LAP 202</td>
<td>Psychology of Middle Childhood and Adolescence</td>
<td>5</td>
</tr>
<tr>
<td>LAP 300</td>
<td>Adult Development and Learning Assessment</td>
<td>5</td>
</tr>
<tr>
<td>LAP 303</td>
<td>Introduction to Psycholinguistics</td>
<td>5</td>
</tr>
<tr>
<td>LAP 315</td>
<td>Lifespan Development</td>
<td>5</td>
</tr>
<tr>
<td>LAP 441</td>
<td>Psychology of Artistic Expression</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>LAP 442</td>
<td>Interpersonal Development</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>LAP 450</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>LAP 320</td>
<td>Psychological Assessment of the Young Child--Part I</td>
<td>2</td>
</tr>
<tr>
<td>WITH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAP 321</td>
<td>Psychological Assessment of the Young Child--Part II</td>
<td>3</td>
</tr>
</tbody>
</table>

Notes: LAP 320 and LAP 321 together count as one course. LAP 441, LAP 442 and LAP 450 must be taken for 5 quarter hours.

Social, Personality or Clinical Psychology

Choose one of the courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 306</td>
<td>Theories of Personality</td>
<td>5</td>
</tr>
<tr>
<td>LAP 307</td>
<td>Abnormal Psychology</td>
<td>5</td>
</tr>
<tr>
<td>LAP 325</td>
<td>Psychology of Play and Therapeutic Applications</td>
<td>5</td>
</tr>
<tr>
<td>LAP 330</td>
<td>Social Psychology</td>
<td>5</td>
</tr>
<tr>
<td>LAP 340</td>
<td>Effective Interpersonal Relationships</td>
<td>5</td>
</tr>
<tr>
<td>LAP 342</td>
<td>Interpersonal Helping Skills</td>
<td>5</td>
</tr>
<tr>
<td>LAP 441</td>
<td>Psychology of Artistic Expression</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>LAP 320</td>
<td>Psychological Assessment of the Young Child--Part I</td>
<td>2</td>
</tr>
<tr>
<td>WITH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAP 321</td>
<td>Psychological Assessment of the Young Child--Part II</td>
<td>3</td>
</tr>
</tbody>
</table>

Notes: LAP 320 and LAP 321 together count as one course. LAP 441 must be taken for 5 quarter hours.
Notes: LAP 320 and LAP 321 together count as one course. LAP 425, LAP 442 and LAP 450 must be taken for 5 quarter hours.

Psychology Electives
Choose 25 QH of undergraduate Psychology (p. 322) courses with advisor approval

Psychology/Human Development Major, Elementary Education
Elementary Education (p. 114) students may select a second major in Psychology/Human Development to fulfill their standard teaching concentration requirement. Students may apply their knowledge to a number of settings, including the classroom.

Major Details:
• Requires 45 QH including Psychology courses taken as part of the General Education requirement
• Requires 25 QH of upper level coursework
• 25 QH of upper level courses must be taken at NLU
• Requires a minimum grade of “C” for each course in the major

Core Course
LAP 315 Lifespan Development 5

Developmental Psychology
Choose two of the courses below:
LAP 200 Psychology of Development in the Infant/Toddler Years 5
LAP 201 Psychology of Early Childhood 5
LAP 202 Psychology of Middle Childhood and Adolescence 5
LAP 300 Adult Development and Learning Assessment 5
LAP 303 Introduction to Psycholinguistics 5
LAP 441 Psychology of Artistic Expression 3 OR 5
LAP 442 Interpersonal Development 3 OR 5
LAP 450 Human Sexuality 3 OR 5
LAP 320 Psychological Assessment of the Young Child--Part I with 2

LAP 321 Psychological Assessment of the Young Child--Part II 3

Notes: LAP 201 is preferred. LAP 320 and LAP 321 together count as one course. LAP 441, LAP 442 and LAP 450 must be taken for 5 quarter hours.

Social, Personality or Clinical Psychology
Choose one of the courses below:
LAP 306 Theories of Personality 5
LAP 307 Abnormal Psychology 5
LAP 325 Psychology of Play and Therapeutic Applications 5
LAP 330 Social Psychology 5
LAP 340 Effective Interpersonal Relationships 5
LAP 342 Interpersonal Helping Skills 5
LAP 441 Psychology of Artistic Expression 3 OR 5

LAP 320 Psychological Assessment of the Young Child--Part I 2
with
LAP 321 Psychological Assessment of the Young Child--Part II 3

Notes: LAP 320 and LAP 321 together count as one course. LAP 441 must be taken for 5 quarter hours.

Cognitive or Experimental Psychology
Choose one of the courses below:
LAP 300 Adult Development and Learning Assessment 5
LAP 303 Introduction to Psycholinguistics 5
LAP 305 Memory and Cognition 5
LAP 401 Psychology of Learning 5
LAP 402 Research Methods 5

Note: LAP 402 must be taken for 5 quarter hours.

Community Psychology
Choose one of the courses below:
LAP 200 Psychology of Development in the Infant/Toddler Years 5
LAP 201 Psychology of Early Childhood 5
LAP 330 Social Psychology 5
LAP 340 Effective Interpersonal Relationships 5
LAP 342 Interpersonal Helping Skills 5
LAP 348 Cross-Cultural Communication 5
LAP 350 Culture and Self 5
LAP 352 Children and Families under Stress 5
LAP 408  Introduction to Community Psychology  5
LAP 425  Mental Health  3
OR  5
LAP 442  Interpersonal Development  3
OR  5
LAP 450  Human Sexuality  3
OR  5
LAP 320  Psychological Assessment of the Young Child—Part I  2
with
LAP 321  Psychological Assessment of the Young Child—Part II  3
Notes: LAP 320 and LAP 321 together count as one course. LAP 425, LAP 442 and LAP 450 must be taken for 5 quarter hours.

Psychology Electives
Choose 15 QH of undergraduate Psychology (p. 322) courses with advisor approval

Science Major, Elementary Education

Elementary Education (p. 114) students may select a second major in Science to fulfill their standard teaching concentration requirement.

Major Details:
- Requires 45 QH including Science courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum of “C” in all coursework in the major
- Requires science department approval before registering for any science courses that are accelerated, field-based or intersession

Science Electives
Choose 45 QH of Science (p. 318) courses

Note: The following courses do not count toward the science electives: LAN 108, LAN 215, LAN 225, LAN 235.

Liberal Arts Majors

Anthropology Major, Liberal Arts

Liberal Arts Studies (p. 90) students may select a major in Anthropology. The Anthropology major at NLU allows students to study topics like cultural anthropology, ethnographies, anthropological linguistics and urban anthropology.

Major Details:
- Requires 45 QH including Anthropology courses taken as part of the General Education requirement
- Requires 25 QH of upper level Anthropology courses
- Requires 15 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the major

Required Courses

Core Courses - 15 QH
LAS 110  Introduction to Cultural Anthropology  5
LAS 120  Introduction to American Politics  5
LAS 300  Contemporary World Cultures  5

US History Course - 5 QH
LAS 200  U.S. History and Culture: 1492-1828  5
or
LAS 201  U.S. History and Culture: 1828-1898  5
or
LAS 203  Survey of U.S. History  5

Anthropology Electives - 25 QH
Choose 25 QH from the courses below:
LAS 340  Native Americans  5
LAS 341  Comparative Ethnographies  5
LAS 440  Anthropological Linguistics  5
LAS 441  Urban Anthropology  5
LAS 442  Anthropology of Gender Roles  5
LAS 449  Cross-Cultural Fieldwork  5
### Art Major, Liberal Arts

Liberal Arts Studies (p. 90) students may select a major in Art. The Art curriculum at NLU features studio art, art history and art appreciation.

**Major Details:**
- Requires 45 QH including Art courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the major

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA 301</td>
<td>Design</td>
<td>5</td>
</tr>
<tr>
<td>LAA 310</td>
<td>Mexican Art</td>
<td>2 TO 5</td>
</tr>
<tr>
<td>LAA 320</td>
<td>African Art</td>
<td>2 TO 5</td>
</tr>
<tr>
<td>LAA 322</td>
<td>19th and 20th Century Art</td>
<td>2 TO 5</td>
</tr>
</tbody>
</table>

**Note:** The course selected must be taken for 5 quarter hours.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA 101</td>
<td>Art Appreciation I</td>
<td>2</td>
</tr>
<tr>
<td>LAA 102</td>
<td>Art Appreciation II</td>
<td>3</td>
</tr>
<tr>
<td>LAA 110</td>
<td>Introduction to Art</td>
<td>2</td>
</tr>
<tr>
<td>LAA 200</td>
<td>Arts in Chicago</td>
<td>5</td>
</tr>
<tr>
<td>LAA 304</td>
<td>Mixed Media</td>
<td>2 TO 5</td>
</tr>
<tr>
<td>LAA 310</td>
<td>Mexican Art</td>
<td>2 TO 5</td>
</tr>
<tr>
<td>LAA 320</td>
<td>African Art</td>
<td>2 TO 5</td>
</tr>
<tr>
<td>LAA 322</td>
<td>19th and 20th Century Art</td>
<td>2 TO 5</td>
</tr>
</tbody>
</table>

### English Major, Liberal Arts

Liberal Arts Studies (p. 90) students may select a major in English. Students will learn about the major writers and periods of British and American literature and the cultural traditions found in minority literature. They will also master the basics of language, rhetoric and composition theory and learn how to analyze and critique writing.

**Major Details:**
- Requires 45 QH including English courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the major

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA 490</td>
<td>Art Independent Study</td>
<td>1 TO 6</td>
</tr>
<tr>
<td>LAA 495</td>
<td>Art Special Topic</td>
<td>1 TO 6</td>
</tr>
</tbody>
</table>

**Note:** LAA 110 is recommended. You may not count a course used to meet the Art History requirement.

### Human Services/Practicum, B.A.

The Human Services/Practicum, B.A., at NLU prepares students to advance in organizations that provide support and service to individuals, families and communities in need. These include social service agencies, community health centers and rehabilitation clinics. This program’s practicum component allows students to apply what they’ve learned in a supervised clinical setting.

**Program Details:**
- Requires 180 QH, including 60 hours of General Education (p. 75), for completion
- Requires a minimum grade of “C” in Human Services/Practicum requirements
- Requires permission of the Counseling and Human Services faculty to proceed into the Professional Studies Sequence
- Out of the 20 QH of Practicum required in the Professional Studies Sequence, 15 QH must be taken at NLU
- Requires ECT – English Competency Test OR completing LAE 101 and LAE 102 at NLU with a grade “C” or better
- Credit by examination, portfolio and proficiency are accepted for general education and elective credit
- A maximum of 45 QH of credit by portfolio are accepted

### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 103</td>
<td>Student Success Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: GEN 103 may be waived, upon student request, for students who (1) enter NLU with an associate’s degree or 90 or more quarter credit hours of transfer credit; and (2) have maintained a cumulative GPA of 3.00 or above in their previous undergraduate studies. Students will be required to complete or transfer in additional coursework in general education to meet the 60-quarter credit hour requirement.

### Communications

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAE 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>LAE 102</td>
<td>English Composition II</td>
<td>5</td>
</tr>
<tr>
<td>LAE 202</td>
<td>Effective Speaking</td>
<td>5</td>
</tr>
</tbody>
</table>

### Humanities

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAH 120</td>
<td>Logic and Effective Thinking</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in humanities.

### Fine Arts

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA 101</td>
<td>Art Appreciation I</td>
<td>2</td>
</tr>
<tr>
<td>LAA 102</td>
<td>Art Appreciation II</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in fine arts.

### Quantitative Reasoning/Math

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAM 106</td>
<td>Basic Statistics</td>
<td>5</td>
</tr>
<tr>
<td>LAM 110</td>
<td>College Mathematics: Application of Mathematical Ideas</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any college-level mathematics course instead of LAM 110. LAM 106 must be completed at NLU or an equivalent course may be transferred.

### Physical and Life Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAN 110</td>
<td>General Biology</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td>LAN 150 Survey of Physical Science</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td>LAN 225 Human Impact on the Environment</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in physical and life sciences.

### Social Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS 118</td>
<td>Introduction to Politics and U.S. Government</td>
<td>5</td>
</tr>
<tr>
<td>LAS 203</td>
<td>Survey of U.S. History</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in social sciences.

### Behavioral Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 100</td>
<td>General Psychology</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Students transferring credit from other institutions or applying coursework previously completed at NLU may use any general education course in behavioral sciences.

### Human Services/Practicum Requirements - 55 QH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 101</td>
<td>Introduction to Human Services</td>
<td>5</td>
</tr>
<tr>
<td>HSC 102</td>
<td>Introduction to Applied Group Process</td>
<td>5</td>
</tr>
<tr>
<td>HSC 201</td>
<td>Principles and Dynamics of Interviewing</td>
<td>5</td>
</tr>
<tr>
<td>HSC 202</td>
<td>Theory and Techniques of Crisis Intervention</td>
<td>5</td>
</tr>
<tr>
<td>HSC 203</td>
<td>Principles of Family Intervention</td>
<td>5</td>
</tr>
<tr>
<td>HSC 305A</td>
<td>Special Needs Populations A</td>
<td>3</td>
</tr>
<tr>
<td>HSC 305B</td>
<td>Special Needs Populations B</td>
<td>2</td>
</tr>
<tr>
<td>HSC 310</td>
<td>Management/Administration of Health and Human Services Organizations</td>
<td>5</td>
</tr>
</tbody>
</table>
HSC 503 Counseling and Human Development in a Multicultural Society OR
HSM 415 Strategies of Community Intervention
HSM 406 Human Services and the Law
INT 310 Research Methods in the Behavioral Sciences

Note: HSC 503 must be taken for 5 quarter hours.

Professional Studies Sequence - 20 QH
HSM 481 Human Services Practicum I 5
HSM 482 Human Services Practicum II 5
HSM 483 Human Services Practicum III 5
HSM 484 Human Services Practicum IV 5

Human Services Electives under Advisement - 40 QH
Choose Human Services electives with advisor approval

Electives - 5 QH
Choose 5 QH of elective courses

Mathematics Major, Liberal Arts
Liberal Arts Studies (p. 90) students may select a major in Mathematics. The mathematics major with a suitable minor field of study can provide an entry to quantitative career fields as well as further study in the areas of biology, chemistry, physics, business and economics.

Major Details:
- Requires 45 QH including Mathematics courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework (two courses must be 400 level)
- 15 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the major

Required Courses
Core Courses - 30 QH
LAM 214 Finite Mathematics 5
LAM 320 Discrete Mathematics 5
LAM 310 Precalculus 5
LAM 303 Computer Programming I 5
LAM 311 Calculus I 5

LAM 403 Mathematical Probability and Statistics 5

Mathematics Electives - 15 QH
Choose 15 QH of Mathematics courses, including at least one 400-level course

Notes: The following courses do not count toward mathematics electives: LAM 100A, LAM 100B, LAM 106, LAM 109, LAM 110, LAM 112, LAM 115, LAM 213 and LAM 225. LAM 490, LAM 491 and LAM 495 must be approved.

Psychology Major, Liberal Arts
Liberal Arts Studies (p. 90) students may select a major in Psychology. The Psychology major prepares students to use psychological concepts and theories and provides a foundation for further graduate study. Students may apply their knowledge to a number of settings, including community and private mental health centers and the business sector.

Major Details:
- Requires 45 QH including Psychology courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
- 25 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the major

Required Courses
Core Course
LAP 100 General Psychology 5

Developmental Psychology
Choose one of the courses below:
LAP 200 Psychology of Development in the Infant/Toddler Years 5
LAP 201 Psychology of Early Childhood 5
LAP 202 Psychology of Middle Childhood and Adolescence 5
LAP 300 Adult Development and Learning Assessment 5
LAP 303 Introduction to Psycholinguistics 5
LAP 315 Lifespan Development 5
LAP 441 Psychology of Artistic Expression OR 3

5
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 442</td>
<td>Interpersonal Development</td>
<td>3</td>
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<tr>
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<tr>
<td>LAP 450</td>
<td>Human Sexuality</td>
<td>3</td>
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<tr>
<td>OR</td>
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<tr>
<td>LAP 320</td>
<td>Psychological Assessment of the Young Child--Part I</td>
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<tr>
<td>LAP 321</td>
<td>Psychological Assessment of the Young Child--Part II</td>
<td>3</td>
</tr>
</tbody>
</table>

Notes: LAP 320 and LAP 321 together count as one course. LAP 441, LAP 442 and LAP 450 must be taken for 5 quarter hours.

Social, Personality, or Clinical Psychology

Choose one of the courses below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LAP 306</td>
<td>Theories of Personality</td>
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<tr>
<td>LAP 307</td>
<td>Abnormal Psychology</td>
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</tr>
<tr>
<td>LAP 325</td>
<td>Psychology of Play and Therapeutic Applications</td>
<td>5</td>
</tr>
<tr>
<td>LAP 330</td>
<td>Social Psychology</td>
<td>5</td>
</tr>
<tr>
<td>LAP 340</td>
<td>Effective Interpersonal Relationships</td>
<td>5</td>
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<tr>
<td>LAP 342</td>
<td>Interpersonal Helping Skills</td>
<td>5</td>
</tr>
<tr>
<td>LAP 441</td>
<td>Psychology of Artistic Expression</td>
<td>3</td>
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<tr>
<td>OR</td>
<td></td>
<td>5</td>
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<tr>
<td>LAP 320</td>
<td>Psychological Assessment of the Young Child--Part I</td>
<td>2</td>
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<tr>
<td>with</td>
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<tr>
<td>LAP 321</td>
<td>Psychological Assessment of the Young Child--Part II</td>
<td>3</td>
</tr>
</tbody>
</table>

Notes: LAP 320 and LAP 321 together count as one course. LAP 441 must be taken for 5 quarter hours.

Cognitive or Experimental Psychology

Choose one of the courses below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 300</td>
<td>Adult Development and Learning Assessment</td>
<td>5</td>
</tr>
<tr>
<td>LAP 303</td>
<td>Introduction to Psycholinguistics</td>
<td>5</td>
</tr>
<tr>
<td>LAP 305</td>
<td>Memory and Cognition</td>
<td>5</td>
</tr>
<tr>
<td>LAP 401</td>
<td>Psychology of Learning</td>
<td>5</td>
</tr>
<tr>
<td>LAP 402</td>
<td>Research Methods</td>
<td>5</td>
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</tbody>
</table>

Note: LAP 402 must be taken for 5 quarter hours.

Community Psychology

Choose one of the courses below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 200</td>
<td>Psychology of Development in the Infant/Toddler Years</td>
<td>5</td>
</tr>
<tr>
<td>LAP 201</td>
<td>Psychology of Early Childhood</td>
<td>5</td>
</tr>
<tr>
<td>LAP 330</td>
<td>Social Psychology</td>
<td>5</td>
</tr>
<tr>
<td>LAP 340</td>
<td>Effective Interpersonal Relationships</td>
<td>5</td>
</tr>
<tr>
<td>LAP 342</td>
<td>Interpersonal Helping Skills</td>
<td>5</td>
</tr>
<tr>
<td>LAP 348</td>
<td>Cross-Cultural Communication</td>
<td>5</td>
</tr>
<tr>
<td>LAP 350</td>
<td>Culture and Self</td>
<td>5</td>
</tr>
<tr>
<td>LAP 352</td>
<td>Children and Families under Stress</td>
<td>5</td>
</tr>
<tr>
<td>LAP 408</td>
<td>Introduction to Community Psychology</td>
<td>5</td>
</tr>
<tr>
<td>LAP 425</td>
<td>Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>LAP 442</td>
<td>Interpersonal Development</td>
<td>3</td>
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<tr>
<td>LAP 320</td>
<td>Psychological Assessment of the Young Child--Part I</td>
<td>2</td>
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<tr>
<td>with</td>
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</tr>
<tr>
<td>LAP 321</td>
<td>Psychological Assessment of the Young Child--Part II</td>
<td>3</td>
</tr>
</tbody>
</table>

Notes: LAP 320 and LAP 321 together count as one course. LAP 425, LAP 442 and LAP 450 must be taken for 5 quarter hours.

Psychology Electives - 20 QH

Choose 20 QH of undergraduate Psychology (p. 322) courses with advisor approval

Psychology/Human Development Major, Liberal Arts

Liberal Arts Studies (p. 90) students may select a major in Psychology/Human Development. The major prepares students to apply concepts and theories about the biological, social and psychological maturation of the person throughout the life cycle and provides a foundation for further graduate study.

Major Details:

- Requires 45 QH including Psychology courses taken as part of the General Education requirement
- Requires 25 QH of upper level coursework
- 25 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the major
## Required Courses

### Core Courses
- LAP 100  General Psychology 5
- LAP 315  Lifespan Development 5

### Developmental Psychology

#### Choose two of the courses below:
- LAP 200  Psychology of Development in the Infant/Toddler Years 5
- LAP 201  Psychology of Early Childhood 5
- LAP 202  Psychology of Middle Childhood and Adolescence 5
- LAP 300  Adult Development and Learning Assessment 5
- LAP 303  Introduction to Psycholinguistics 5
- LAP 441  Psychology of Artistic Expression 3 OR 5
- LAP 442  Interpersonal Development 3 OR 5
- LAP 450  Human Sexuality 3 OR 5
- LAP 320  Psychological Assessment of the Young Child--Part I 2
- LAP 321  Psychological Assessment of the Young Child--Part II 3

Notes: LAP 201 is preferred. LAP 320 and LAP 321 together count as one course. LAP 441, LAP 442 and LAP 450 must be taken for 5 quarter hours.

### Social, Personality or Clinical Psychology

#### Choose one of the courses below:
- LAP 306  Theories of Personality 5
- LAP 307  Abnormal Psychology 5
- LAP 325  Psychology of Play and Therapeutic Applications 5
- LAP 330  Social Psychology 5
- LAP 340  Effective Interpersonal Relationships 5
- LAP 342  Interpersonal Helping Skills 5
- LAP 441  Psychology of Artistic Expression 3 OR 5
- LAP 320  Psychological Assessment of the Young Child--Part I 2
- LAP 321  Psychological Assessment of the Young Child--Part II 3

Notes: LAP 320 and LAP 321 together count as one course. LAP 441 must be taken for 5 quarter hours.

### Cognitive or Experimental Psychology

#### Choose one of the courses below:
- LAP 300  Adult Development and Learning Assessment 5
- LAP 303  Introduction to Psycholinguistics 5
- LAP 305  Memory and Cognition 5
- LAP 401  Psychology of Learning 5
- LAP 402  Research Methods 5

Note: LAP 402 must be taken for 5 quarter hours.

### Community Psychology

#### Choose one of the courses below:
- LAP 200  Psychology of Development in the Infant/Toddler Years 5
- LAP 201  Psychology of Early Childhood 5
- LAP 330  Social Psychology 5
- LAP 340  Effective Interpersonal Relationships 5
- LAP 342  Interpersonal Helping Skills 5
- LAP 348  Cross-Cultural Communication 5
- LAP 350  Culture and Self 5
- LAP 352  Children and Families under Stress 5
- LAP 408  Introduction to Community Psychology 5
- LAP 425  Mental Health 3 OR 5
- LAP 442  Interpersonal Development 3 OR 5
- LAP 450  Human Sexuality 3 OR 5

Notes: LAP 320 and LAP 321 together count as one course. LAP 425, LAP 442 and LAP 450 must be taken for 5 quarter hours.

### Psychology Electives - 10 QH

Choose 10 QH of undergraduate Psychology (p. 322) courses with advisor approval

### Science Major, Liberal Arts

Liberal Arts Studies (p. 90) students may select a major in Science. Students may select courses that cover a wide range of topics in the physical, chemical and biological sciences.
MAJORS

Major Details:
• Requires 45 QH including Science courses taken as part of the General Education requirement
• Requires 25 QH of upper level coursework
• 15 QH of upper level courses must be taken at NLU
• Requires a minimum grade of “C” for each course in the major
• Requires science department approval before registering for any science courses that are accelerated, field-based, or intersession

Required Courses
Science Electives - 45 QH
Choose 45 QH of Science (p. 237) courses
Note: The following course do not count toward the science electives: LAN 108, LAN 215, LAN 225, LAN 235.

Social Science Major, Liberal Arts
Liberal Arts Studies (p. 90) students may select a major in Social Science. Students will gain a broad understanding of human and social behavior emphasizing the interdisciplinary perspectives of anthropology, economics, history, political science and sociology.

Major Details:
• Requires 45 QH including Social Science courses taken as part of the General Education requirement
• Requires 25 QH of upper level coursework
• 15 QH of upper level courses must be taken at NLU
• Requires a minimum grade of “C” for each course in the major

Required Courses
Choose 45 QH of Social Science (p. 238) courses

Specialized Endorsements Majors

Early Childhood Special Education/Reading Major - 38 SH
This major is for teachers interested in earning endorsements in Early Childhood Special Education and Reading Teacher.

In addition to the National College of Education Graduate Admission Requirements, applicants must:
• Have a valid and active Illinois Professional Educator License with an Early Childhood Endorsement

Major details:
• Requires 38 hours for completion

Endorsement details:
• Candidates are advised that endorsements are awarded by the State of Illinois per the guidelines posted at http://www.isbe.net. Additional requirements beyond the below coursework and tests may apply.
• The grade level endorsement on a teacher’s Professional Educator License determines the grade level of the additional endorsements
• The Early Childhood Special Education Endorsement is valid for PreK special education only. Any PreK teacher teaching in a special education setting must hold this credential
• In order to earn the Reading Teacher Endorsement, candidates must pass the ISBE Reading Teacher content test (#177)

Required Courses
Core Early Childhood Special Education Requirements - 11 SH
SPE 510 Early Childhood Special Education Language Development and Challenges 2
SPE 532 Early Childhood Special Education Curriculum, Instruction and Methods 3
SPE 533 Early Childhood Special Education Diagnostic Assessment 3
SPE 534 Early Childhood Special Education-Collaboration, Family and Community 3

Core Reading Requirements - 24 SH
RLL 520 Survey of Youth Literature, PreK-12 3
RLL 528 Diverse Perspectives in Youth Literature, PreK-12 3
RLL 501 Teaching Beginning Literacy 3
RLL 502 Teaching Comprehension and Content Area Reading 3
RLL 510 Diagnosis and Assessment of Reading 3
RLL 511 Instructional Strategies for Literacy Interventions 3
RLL 592A Practicum: Literacy Interventions for Elementary Students with 2
RLL 592B Practicum: Literacy Interventions for Secondary Students 2
RLW 541 Teaching Writing 2

Note: RLL 520 must be taken for 3 semester hours.

Capstone Course - 3 SH
CIC 550 Capstone Project 3

ESL/Bilingual Education/Early Childhood Special Education Major - 32 SH

This major is for teachers interested in earning endorsements in ESL/Bilingual Education and Early Childhood Special Education.

In addition to the National College of Education Graduate Admission Requirements, applicants must:

- Have a valid and active Illinois Professional Educator License with an Early Childhood Endorsement

Major details:

- Requires 32 hours for completion

Endorsement details:

- Candidates are advised that endorsements are awarded by the State of Illinois per the guidelines posted at http://www.isbe.net. Additional requirements beyond the below coursework and tests may apply.
- The grade level endorsement on a teacher's Professional Educator License determines the grade level of the additional endorsements
- The Early Childhood Special Education Endorsement is valid for PreK special education only. Any PreK teacher teaching in a special education setting must hold this credential.
- In order to earn the Bilingual Endorsement, candidates must pass the relevant ISBE Target Language Proficiency Test

Required Courses

Core ESL/Bilingual Education Requirements - 18 SH
CIL 500 Foundations of ESL and Bilingual Education 3
CIL 505 Methods and Materials for Teaching English as a Second Language 3
CIL 506 Methods and Materials for Teaching Bilingual Education 3
CIL 510 Assessment of ESL and Bilingual Education Students 3
CIL 512 Reading in a New Language: Linguistic Considerations 3
CIL 531 Cross Cultural Education 3

Core Early Childhood Special Education Requirements - 11 SH
SPE 510 Early Childhood Special Education Language Development and Challenges 2
SPE 532 Early Childhood Special Education Curriculum, Instruction and Methods 3
SPE 533 Early Childhood Special Education Diagnostic Assessment 3
SPE 534 Early Childhood Special Education-Collaboration, Family and Community 3

Capstone Course - 3 SH
CIC 550 Capstone Project 3

ESL/Bilingual Education/Reading Major - 42 SH

This major is for teachers interested in earning endorsements in ESL/Bilingual Education and Reading Teacher.

In addition to the National College of Education Graduate Admission Requirements, applicants must:

- Have a valid and active Illinois Professional Educator License

Major details:

- Requires 42 hours for completion

Endorsement details:

- Candidates are advised that endorsements are awarded by the State of Illinois per the guidelines posted at http://www.isbe.net. Additional
The grade level endorsement on a teacher's Professional Educator License determines the grade level of the additional endorsements.

In order to earn the Reading Teacher Endorsement, candidates must pass the ISBE Reading Teacher content test (#177).

In order to earn the Bilingual Endorsement, candidates must pass the ISBE Target Language Proficiency test.

**Required Courses**

#### Capstone Course - 3 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIC 550</td>
<td>Capstone Project</td>
<td>3</td>
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</table>

#### Core ESL/Bilingual Education Requirements - 18 SH

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 500</td>
<td>Foundations of ESL and Bilingual Education</td>
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<tr>
<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>CIL 506</td>
<td>Methods and Materials for Teaching Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL 510</td>
<td>Assessment of ESL and Bilingual Education Students</td>
<td>3</td>
</tr>
<tr>
<td>CIL 512</td>
<td>Reading in a New Language: Linguistic Considerations</td>
<td>3</td>
</tr>
<tr>
<td>CIL 531</td>
<td>Cross Cultural Education</td>
<td>3</td>
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</table>

Note: CIL 512 fulfills requirements of ESL and Reading Teacher Endorsements.

#### Core Special Education Requirements - 12 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>SPE 500</td>
<td>Introduction to and Methods of Teaching Students with Disabilities</td>
<td>3</td>
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<tr>
<td>SPE 501</td>
<td>Educational and Diagnostic Assessment of Exceptional Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>SPE 506</td>
<td>Frameworks, Perspectives, and Collaboration in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: RLL 520 must be taken for 3 semester hours.
SPE 527  Differentiated and Individualized Curriculum and Instruction  3
Note: Candidates who have taken SPE 500 or its equivalent since 2004 may have the course waived per Special Education faculty. Candidates must take an additional 3 SH graduate-level NCE elective to complete the required hours for degree.
Required Capstone Course - 3 SH
CIC 550  Capstone Project  3

ESL/Bilingual Education/Middle Level Mathematics Major - 39 SH
This major is for teachers interested in earning endorsements in ESL/Bilingual Education and Middle Level Mathematics.
**In addition to the National College of Education Graduate Admission Requirements** (p. 119), applicants must:
- Have a valid and active Illinois Professional Educator License

**Major details:**
- Requires 39 hours for completion

**Endorsement details:**
- Candidates are advised that endorsements are awarded by the State of Illinois per the guidelines posted at http://www.isbe.net. Additional requirements beyond the below coursework and tests may apply.
- The grade level endorsement on a teacher's Professional Educator License determines the grade level of the additional endorsements
- The Middle Level Mathematics Endorsement requires 6 SH of professional education middle school coursework (MLE 500 and MLE 502) in addition to the content requirement of the major listed below
- In order to earn the Middle Level Mathematics Endorsement, candidates must pass the mathematics content test (#115)
- Candidates who wish to teach grade 9 on a PEL with an Elementary Education endorsement must complete additional coursework approved by an academic advisor in order to meet the ISBE requirement of 24 SH in mathematics, with 12 SH of upper level or graduate coursework and the mathematics content test (#115)

- In order to earn the Bilingual Endorsement, candidates must pass the relevant ISBE Target Language Proficiency Test

**Required Courses**
**Core ESL/Bilingual Education Requirements - 18 SH**
CIL 500  Foundations of ESL and Bilingual Education  3
CIL 505  Methods and Materials for Teaching English as a Second Language  3
CIL 506  Methods and Materials for Teaching Bilingual Education  3
CIL 510  Assessment of ESL and Bilingual Education Students  3
CIL 512  Reading in a New Language: Linguistic Considerations  3
CIL 531  Cross Cultural Education  3

**Core Middle Level Mathematics Requirements - 18 SH**
MHE 485  Advanced Methods for Teaching Middle School Mathematics  3 OR 5
MHE 450  Mathematics for Elementary and Middle School Teachers  3
MHE 501  Topics in Math for Teachers: Number Concepts & Operations in the Elementary & Middle School Math Cur  3
MHE 510  Topics in Mathematics for Teachers: Geometry  3
MHE 511  Topics in Mathematics for Teachers: Number Theory  3
MHE 512  Topics in Mathematics for Teachers: Statistics and Probability  3

Note: MHE 485 must be taken for 3 SH.
Capstone Course - 3 SH
CIC 550  Capstone Project  3

**ESL/Early Childhood Special Education Major - 32 SH**
This major is for teachers interested in earning endorsements in ESL and Early Childhood Special Education.
**In addition to the National College of Education Graduate Admission Requirements, applicants must:**
- Have a valid and active Illinois Professional Educator License with an Early Childhood Endorsement

**Major details:**

-
• Requires 32 hours for completion

Endorsement details:

• Candidates are advised that endorsements are awarded by the State of Illinois per the guidelines posted at http://www.isbe.net. Additional requirements beyond the below coursework and tests may apply.
• The grade level endorsement on a teacher's Professional Educator License determines the grade level of the additional endorsements
• The Early Childhood Special Education Endorsement is valid for PreK special education only. Any PreK teacher teaching in a special education setting must hold this credential

Required Courses
Core ESL Requirements - 15 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CIL 500</td>
<td>Foundations of ESL and Bilingual Education</td>
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<tr>
<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>CIL 510</td>
<td>Assessment of ESL and Bilingual Education Students</td>
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</tr>
<tr>
<td>CIL 512</td>
<td>Reading in a New Language: Linguistic Considerations</td>
<td>3</td>
</tr>
<tr>
<td>CIL 531</td>
<td>Cross Cultural Education</td>
<td>3</td>
</tr>
</tbody>
</table>

ESL Electives - 3 SH

Choose one of the courses listed below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 501</td>
<td>Introduction to Linguistics for TESOL</td>
<td>3</td>
</tr>
<tr>
<td>CIL 506</td>
<td>Methods and Materials for Teaching Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL 511</td>
<td>Family Literacy for Linguistically and Culturally Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>CIL 532</td>
<td>Technology Instruction for Linguistically and Culturally Diverse Students</td>
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</table>

Core Early Childhood Special Education Requirements - 11 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SPE 510</td>
<td>Early Childhood Special Education Language Development and Challenges</td>
<td>2</td>
</tr>
<tr>
<td>SPE 532</td>
<td>Early Childhood Special Education Curriculum, Instruction and Methods</td>
<td>3</td>
</tr>
<tr>
<td>SPE 533</td>
<td>Early Childhood Special Education Diagnostic Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPE 534</td>
<td>Early Childhood Special Education-Collaboration, Family and Community</td>
<td>3</td>
</tr>
</tbody>
</table>

Capstone Course - 3 SH

CIC 550 | Capstone Project | 3

ESL/Middle Level Mathematics Major - 39 SH

This major is for teachers interested in earning endorsements in ESL and Middle Level Mathematics.

In addition to the National College of Education Graduate Admission Requirements (p. 119), applicants must:
• Have a valid and active Illinois Professional Educator License

Major details:
• Requires 39 hours for completion

Endorsement details:

• Candidates are advised that endorsements are awarded by the State of Illinois per the guidelines posted at http://www.isbe.net. Additional requirements beyond the below coursework and tests may apply.
• The grade level endorsement on a teacher's Professional Educator License determines the grade level of the additional endorsements
• The Middle Level Mathematics Endorsement requires 6 SH of professional education middle school coursework (MLE 500 and MLE 502) in addition to the content requirement of the major listed below
• In order to earn the Middle Level Mathematics Endorsement, candidates must pass the mathematics content test (#115)
• Candidates who wish to teach grade 9 on a PEL with an Elementary Education endorsement must complete additional coursework approved by an academic advisor in order to meet the ISBE requirement of 24 SH in mathematics, with 12 SH of upper level or graduate coursework and the mathematics content test (#115)

Required Courses
Core ESL Requirements - 15 SH

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<td>Foundations of ESL and Bilingual Education</td>
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</tr>
<tr>
<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>CIL 510</td>
<td>Assessment of ESL and Bilingual Education Students</td>
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<tr>
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<td>Reading in a New Language: Linguistic Considerations</td>
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Capstone Course - 3 SH

CIC 550 | Capstone Project | 3
CIL 531  Cross Cultural Education  3

ESL Electives - 3 SH

Choose one of the courses listed below:

CIL 501  Introduction to Linguistics for TESOL  3
CIL 506  Methods and Materials for Teaching Bilingual Education  3
CIL 511  Family Literacy for Linguistically and Culturally Diverse Learners  3
CIL 532  Technology Instruction for Linguistically and Culturally Diverse Students  3

Core Middle Level Mathematics Requirements - 18 SH

MHE 485  Advanced Methods for Teaching Middle School Mathematics  OR  3
MHE 450  Mathematics for Elementary and Middle School Teachers  3
MHE 501  Topics in Math for Teachers: Number Concepts & Operations in the Elementary & Middle School Math Cur  3
MHE 510  Topics in Mathematics for Teachers: Geometry  3
MHE 511  Topics in Mathematics for Teachers: Number Theory  3
MHE 512  Topics in Mathematics for Teachers: Statistics and Probability  3

Note: MHE 485 must be taken for 3 SH.

Capstone Course - 3 SH

CIC 550  Capstone Project  3

ESL/Reading Major - 42 SH

This major is for teachers interested in earning state endorsements in ESL and Reading Teacher.

In addition to the National College of Education Graduate Admission Requirements, applicants must:

- Have a valid and active Illinois Professional Educator License

Major details:

- Requires 42 hours for completion

Endorsement details:

- Candidates are advised that endorsements are awarded by the State of Illinois per the guidelines posted at http://www.isbe.net. Additional requirements beyond the below coursework and tests may apply.

- The grade level endorsement on a teacher’s Professional Educator License determines the grade level of the additional endorsements

- In order to earn the Reading Teacher Endorsement, candidates must pass the ISBE Reading Teacher content test (#177)

Required Courses

ESL Electives - 3 SH

Choose one of the courses below:

CIL 501  Introduction to Linguistics for TESOL  3
CIL 506  Methods and Materials for Teaching Bilingual Education  3
CIL 511  Family Literacy for Linguistically and Culturally Diverse Learners  3
CIL 532  Technology Instruction for Linguistically and Culturally Diverse Students  3

Capstone Course - 3 SH

CIC 550  Capstone Project  3

Core Reading Requirements - 21 SH

RLL 520  Survey of Youth Literature, PreK-12  3
RLR 501  Teaching Beginning Literacy  3
RLR 502  Teaching Comprehension and Content Area Reading  3
RLR 510  Diagnosis and Assessment of Reading  3
RLR 511  Instructional Strategies for Literacy Interventions  3
RLR 592A  Practicum: Literacy Interventions for Elementary Students with  2
RLR 592B  Practicum: Literacy Interventions for Secondary Students  2
RLW 541  Teaching Writing  2

Note: RLL 520 must be taken for 3 semester hours.

Core ESL Requirements - 15 SH

CIL 500  Foundations of ESL and Bilingual Education  3
CIL 505  Methods and Materials for Teaching English as a Second Language  3
CIL 510  Assessment of ESL and Bilingual Education Students  3
CIL 512  Reading in a New Language: Linguistic Considerations  3
CIL 531  Cross Cultural Education  3
Note: CIL 512 fulfills requirements of ESL and Reading Teacher Endorsements.

**ESL/Special Education Major - 33 SH**

This major is for teachers interested in earning endorsements in ESL and Special Education.

In addition to the National College of Education Graduate Admission Requirements, applicants must:

- Have a valid and active Illinois Professional Educator License

**Major details:**
- Requires 33 hours for completion

**Endorsement details:**
- Candidates are advised that endorsements are awarded by the State of Illinois per the guidelines posted at http://www.isbe.net. Additional requirements beyond the below coursework and tests may apply.
- The grade level endorsement on a teacher’s Professional Educator License determines the grade level of the additional endorsements
- In order to earn the Special Education Endorsement, candidates must pass the ISBE Special Education LBSI content test (#155)

### Required Courses

**Core ESL Requirements - 15 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 500</td>
<td>Foundations of ESL and Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>CIL 510</td>
<td>Assessment of ESL and Bilingual Education Students</td>
<td>3</td>
</tr>
<tr>
<td>CIL 512</td>
<td>Reading in a New Language: Linguistic Considerations</td>
<td>3</td>
</tr>
<tr>
<td>CIL 531</td>
<td>Cross Cultural Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**ESL Electives - 3 SH**

Choose one of the courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 501</td>
<td>Introduction to Linguistics for TESOL</td>
<td>3</td>
</tr>
<tr>
<td>CIL 506</td>
<td>Methods and Materials for Teaching Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL 511</td>
<td>Family Literacy for Linguistically and Culturally Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>CIL 532</td>
<td>Technology Instruction for Linguistically and Culturally Diverse Students</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Special Education Requirements - 12 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 500</td>
<td>Introduction to and Methods of Teaching Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 501</td>
<td>Educational and Diagnostic Assessment of Exceptional Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>SPE 506</td>
<td>Frameworks, Perspectives, and Collaboration in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPE 527</td>
<td>Differentiated and Individualized Curriculum and Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Candidates who have taken SPE 500 or its equivalent since 2004 may have the course waived per Special Education faculty. Candidates must take an additional 3 SH graduate-level NCE elective to complete the required hours for degree.

**Capstone Course - 3 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIC 550</td>
<td>Capstone Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**Special Education/Middle Level Mathematics Major - 33 SH**

This major is for teachers interested in earning endorsements in Special Education and Middle Level Mathematics.

In addition to the National College of Education Graduate Admission Requirements (p. 119), applicants must:
- Have a valid and active Illinois Professional Educator License

**Major details:**
- Requires 33 hours for completion

**Endorsement details:**
- Candidates are advised that endorsements are awarded by the State of Illinois per the guidelines posted at http://www.isbe.net. Additional requirements beyond the below coursework and tests may apply.
- The grade level endorsement on a teacher’s Professional Educator License determines the grade level of the additional endorsements
- The Middle Level Mathematics Endorsement requires 6 SH of professional education middle school coursework (MLE 500 and MLE 502) in addition to the content requirement of the major listed below
- In order to earn the Middle Level Mathematics Endorsement, candidates must pass the mathematics content test (#115)
- Candidates who wish to teach grade 9 on a PEL with an Elementary Education endorsement must
complete additional coursework approved by an academic advisor in order to meet the ISBE requirement of 24 SH in mathematics, with 12 SH of upper level or graduate coursework and the mathematics content test (#115)

- In order to earn the Special Education Endorsement, candidates must pass the relevant ISBE Special Education LBSI content test (#155)

**Required Courses**

**Core Special Education Requirements - 12 SH**
- SPE 500  | Introduction to and Methods of Teaching Students with Disabilities | 3
- SPE 501  | Educational and Diagnostic Assessment of Exceptional Children and Adolescents | 3
- SPE 506  | Frameworks, Perspectives, and Collaboration in Special Education | 3
- SPE 527  | Differentiated and Individualized Curriculum and Instruction | 3

**Core Middle Level Mathematics Requirements - 18 SH**
- MHE 485  | Advanced Methods for Teaching Middle School Mathematics | 3
- MHE 450  | Mathematics for Elementary and Middle School Teachers | 3
- MHE 501  | Topics in Math for Teachers: Number Concepts & Operations in the Elementary & Middle School Math Cur | 3
- MHE 510  | Topics in Mathematics for Teachers: Geometry | 3
- MHE 511  | Topics in Mathematics for Teachers: Number Theory | 3
- MHE 512  | Topics in Mathematics for Teachers: Statistics and Probability | 3

**Note:** Candidates who have taken SPE 500 or its equivalent since 2004 may have the course waived per Special Education faculty. Candidates must take an additional 3 SH graduate-level NCE elective to complete the required hours for degree.

**Required Courses**

**Core Special Education Requirements - 9-12 SH**
- SPE 500  | Introduction to and Methods of Teaching Students with Disabilities | 3
- SPE 501  | Educational and Diagnostic Assessment of Exceptional Children and Adolescents | 3
- SPE 506  | Frameworks, Perspectives, and Collaboration in Special Education | 3
- SPE 527  | Differentiated and Individualized Curriculum and Instruction | 3

**Note:** Candidates who have taken SPE 500 or its equivalent since 2004 may have the course waived per Special Education faculty. The total number of hours for degree would then be 36.

**Capsone Course - 3 SH**
- CIC 550  | Capstone Project | 3

**Core Reading Requirements - 24 SH**
- CIL 512  | Reading in a New Language: Linguistic Considerations | 3
- RLL 520  | Survey of Youth Literature, PreK-12 | 3
- RLR 501  | Teaching Beginning Literacy | 3
- RLR 502  | Teaching Comprehension and Content Area Reading | 3
- RLR 510  | Diagnosis and Assessment of Reading | 3

**In addition to the National College of Education Graduate Admission Requirements, applicants must:**

- Have a valid and active Illinois Professional Educator License

**Major details:**

- Requires 36-39 hours for completion

**Endorsement details:**

Candidates are advised that endorsements are awarded by the State of Illinois per the guidelines posted at http://www.isbe.net. Additional requirements beyond the below coursework and tests may apply.

- The grade level endorsement on a teacher's Professional Educator License determines the grade level of the additional endorsements
- In order to earn the Reading Teacher Endorsement, candidates must pass the ISBE Reading Teacher content test (#177)
- In order to earn the Special Education Endorsement, candidates must pass the ISBE Special Education LBSI content test (#155)

**Special Education/Reading Major - 36-39 SH**

This major is for teachers interested in earning endorsements in Special Education and Reading Teacher.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLR 511</td>
<td>Instructional Strategies for Literacy Interventions</td>
<td>3</td>
</tr>
<tr>
<td>RLR 592A</td>
<td>Practicum: Literacy Interventions for Elementary Students</td>
<td>2</td>
</tr>
<tr>
<td>RLR 592B</td>
<td>Practicum: Literacy Interventions for Secondary Students</td>
<td>2</td>
</tr>
<tr>
<td>RLW 541</td>
<td>Teaching Writing</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: RLL 520 must be taken for 3 semester hours.
MINORS

Applied Behavioral Sciences Minors

Criminal Justice Minor, Applied Behavioral Sciences

Students in the following programs may select a minor in Criminal Justice:

- Applied Behavioral Sciences (p. 77)
- Applied Communications (p. 79)
- Business Administration (p. 80)
- Human Services (p. 87)
- Management (p. 91)
- Management Information System (p. 93)
- Psychology (p. 94)

Criminal Justice minor is conveniently offered in both online-only and face-to-face formats. The program studies the nature of humans, their conduct in society, and the institutions established to address anti-social behavior in the pursuit of the common good. This minor would be useful for those engaged in any professions like counseling, education, health care, law and law enforcement.

Minor Details:

- Requires 30 QH, including Criminal Justice courses taken as part of the General Education requirement
- Requires a minimum grade of “C” for each course in the minor
- 5 QH must be taken at NLU

Required Courses

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSJ 106</td>
<td>Law Enforcement</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSJ 107</td>
<td>Criminal Justice System</td>
<td>5</td>
</tr>
<tr>
<td>CSJ 205</td>
<td>Criminology</td>
<td>5</td>
</tr>
<tr>
<td>CSJ 206</td>
<td>Criminal Law and Procedure</td>
<td>5</td>
</tr>
<tr>
<td>CSJ 207</td>
<td>Punishment, Prisons and Corrections</td>
<td>5</td>
</tr>
</tbody>
</table>

Additional Courses

Choose two of the courses below or two other courses under advisement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSJ 210</td>
<td>Community Policing</td>
<td>5</td>
</tr>
<tr>
<td>CSJ 235</td>
<td>Introduction to Forensic Science</td>
<td>5</td>
</tr>
<tr>
<td>CSJ 353</td>
<td>Criminal Investigations</td>
<td>5</td>
</tr>
<tr>
<td>LAM 115</td>
<td>Quantitative Methods in Criminal Justice</td>
<td>5</td>
</tr>
</tbody>
</table>

Elementary Education Minors

Anthropology Minor, Elementary Education

Elementary Education (p. 114) students may select a minor in Anthropology to fulfill their standard teaching concentration requirement. The Anthropology minor allows students to study topics like cultural anthropology, ethnographies, anthropological linguistics and urban anthropology.

Minor Details:

- Requires 30 QH in addition to Anthropology courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

Required Courses

Anthropology Electives

Choose 30 QH from the courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS 110</td>
<td>Introduction to Cultural Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>LAS 240</td>
<td>Human Origins</td>
<td>5</td>
</tr>
<tr>
<td>LAS 300</td>
<td>Contemporary World Cultures</td>
<td>5</td>
</tr>
<tr>
<td>LAS 302</td>
<td>Asian History and Culture</td>
<td>5</td>
</tr>
<tr>
<td>LAS 303</td>
<td>Sub-Saharan African Cultures</td>
<td>5</td>
</tr>
<tr>
<td>LAS 304</td>
<td>Middle and South American Cultures</td>
<td>5</td>
</tr>
<tr>
<td>LAS 340</td>
<td>Native Americans</td>
<td>5</td>
</tr>
<tr>
<td>LAS 341</td>
<td>Comparative Ethnographies</td>
<td>5</td>
</tr>
<tr>
<td>LAS 420</td>
<td>Social Theory</td>
<td>5</td>
</tr>
<tr>
<td>LAS 440</td>
<td>Anthropological Linguistics</td>
<td>5</td>
</tr>
<tr>
<td>LAS 441</td>
<td>Urban Anthropology</td>
<td>5</td>
</tr>
</tbody>
</table>
LAS 442 Anthropology of Gender Roles 5
LAS 449 Cross-Cultural Fieldwork 5
LAS 490 Social Science Independent Study 2 TO 5
LAS 495 Social Science Special Topic 1 TO 5

Note: For LAS 490 or LAS 495 the Independent Study or Special Topic must be in Anthropology.

Art Minor, Elementary Education

Elementary Education (p. 114) students may select a minor in Art to fulfill their standard teaching concentration requirement. By choosing this minor, future teachers will increase their familiarity with art in ways they may find useful for their classrooms.

The art curriculum at NLU features studio art, art history and art appreciation.

**Minor Details:**
- Requires 30 QH in addition to Art courses taken as part of the General Education requirement
- 15 QH of the 30 QH must be upper level
- 15 QH of upper level coursework must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

**Required Courses**  
Design Course - 5 QH  
LAA 301 Design 5

Art History Elective - 5 QH  
Choose one of the courses below:
- LAA 310 Mexican Art 2 TO 5
- LAA 320 African Art 2 TO 5
- LAA 322 19th and 20th Century Art 2 TO 5

Note: The course selected must be taken for 5 quarter hours.

Art Electives - 20 QH  
Choose 20 QH of Art (p. 305) courses

English Minor, Elementary Education

Elementary Education (p. 114) students may select a minor in English to fulfill their standard teaching concentration requirement. Students will learn about the major writers and periods of British and American literature and the cultural traditions found in minority literature. They will also master the basics of language, rhetoric and composition theory and learn how to analyze and critique writing.

**Minor Details:**
- Requires 30 QH in addition to English courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

**Required Courses**  
Core Course  
LAE 314 History of the English Language 5

Literary Period Course  
LAE 305 Advanced Studies in British Literature: Beginning to 1750 5  
OR  
LAE 306 Advanced Studies in British Literature: 1750-1900 5  
OR  
LAE 405 Advanced Studies of American Literature: Beginning-1900 3 OR  
OR  
LAE 406 Advanced Studies of American Literature: 1900-1950 3 OR  
OR  
OR  
LAE 408 Advanced Studies of American Literature: 1980-1990 3 OR  
OR  
LAE 409 Advanced Studies of American Literature: 1990-2000 3 OR  
OR  
LAE 410 Advanced Studies of American Literature: 2000-2015 3 OR

Note: LAE 405 and LAE 406 must be taken for 5 quarter hours.

Literature and/or Writing electives  
Choose 20 QH of undergraduate literature or writing (p. 306) courses

Notes: The following course does not count toward the literature or writing elective: LAE 100A. LAE 490 and LAE 495 must be approved.
Mathematics Minor, Elementary Education

Elementary Education (p. 114) students may select a minor in Mathematics to fulfill their standard teaching concentration requirement.

Minor Details:
- Requires 30 QH in addition to Mathematics courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum of “C” in all coursework in the minor
- To complete this minor, choose five courses from four of the seven Areas of Mathematics listed below. Two of the courses must be in the same area.

Required Courses
Area I – Math Content for Elementary Ed Teachers
LAM 301 Mathematics Content for Teachers: Problem Solving 5

Area II – Calculus
LAM 311 Calculus I 5
LAM 312 Calculus II 5

Area III – Modern Algebra / Number Theory
LAM 214 Finite Mathematics 5
LAM 309 Theory of Numbers 5
LAM 320 Discrete Mathematics 5

Area IV – Geometry
LAM 307 Investigatory Geometry and Measurement 5
LAM 405 Geometry 5

Area V – Computer Science
LAM 303 Computer Programming I 5
LAM 305 Computer Programming II 5

Area VI – Probability and Statistics
LAM 308 Exploratory Probability and Statistics 5
LAM 403 Mathematical Probability and Statistics 5

Area VII – History of Mathematics
LAM 315 History of Math: A Problem-Solving Approach 5
LAM 450 History of Mathematics for Teachers: Algebra and Geometry 3 OR 5

LAM 451 History of Mathematics for Teachers: Probability and Statistics 3 OR 5

Note: LAM 450 and LAM 451 must be taken for 5 quarter hours.

Mathematics Electives
Choose 5 QH from the courses below:
LAM 214 Finite Mathematics 5
LAM 220 College Algebra 5
LAM 301 Mathematics Content for Teachers: Problem Solving 5
LAM 303 Computer Programming I 5
LAM 305 Computer Programming II 5
LAM 307 Investigatory Geometry and Measurement 5
LAM 308 Exploratory Probability and Statistics 5
LAM 309 Theory of Numbers 5
LAM 310 Precalculus 5
LAM 311 Calculus I 5
LAM 312 Calculus II 5
LAM 315 History of Math: A Problem-Solving Approach 5
LAM 320 Discrete Mathematics 5
LAM 325 Linear Programming 5
LAM 330 Matrix Algebra 5
LAM 403 Mathematical Probability and Statistics 5
LAM 405 Geometry 5
LAM 410 Linear Algebra 5
LAM 450 History of Mathematics for Teachers: Algebra and Geometry 3 OR 5

LAM 451 History of Mathematics for Teachers: Probability and Statistics 3 OR 5

Notes: The following courses do not count toward the mathematics electives: LAM 100A, LAM 100B, LAM 106, LAM 109, LAM 110, LAM 112, LAM 115, LAM 213, LAM 216, LAM 225. LAM 450 and LAM 451 must be taken for 5 quarter hours.

Psychology Minor, Elementary Education

Elementary Education (p. 114) students may select a minor in Psychology to fulfill their standard teaching concentration requirement. The Psychology minor prepares students to use psychological concepts and theories and provides a foundation for further
Students may apply their knowledge to a number of settings, including the classroom.

**Minor Details:**

- Requires 30 QH in addition to Psychology courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

### Required Courses

#### Developmental Psychology

Choose one of the courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 200</td>
<td>Psychology of Development in the Infant/Toddler Years</td>
<td>5</td>
</tr>
<tr>
<td>LAP 201</td>
<td>Psychology of Early Childhood</td>
<td>5</td>
</tr>
<tr>
<td>LAP 202</td>
<td>Psychology of Middle Childhood and Adolescence</td>
<td>5</td>
</tr>
<tr>
<td>LAP 300</td>
<td>Adult Development and Learning Assessment</td>
<td>5</td>
</tr>
<tr>
<td>LAP 303</td>
<td>Introduction to Psycholinguistics</td>
<td>5</td>
</tr>
<tr>
<td>LAP 315</td>
<td>Lifespan Development</td>
<td>5</td>
</tr>
<tr>
<td>LAP 441</td>
<td>Psychology of Artistic Expression</td>
<td>3  OR 5</td>
</tr>
<tr>
<td>LAP 442</td>
<td>Interpersonal Development</td>
<td>3  OR 5</td>
</tr>
<tr>
<td>LAP 450</td>
<td>Human Sexuality</td>
<td>3  OR 5</td>
</tr>
</tbody>
</table>

#### Cognitive or Experimental Psychology

Choose one of the courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 300</td>
<td>Adult Development and Learning Assessment</td>
<td>5</td>
</tr>
<tr>
<td>LAP 303</td>
<td>Introduction to Psycholinguistics</td>
<td>5</td>
</tr>
<tr>
<td>LAP 305</td>
<td>Memory and Cognition</td>
<td>5</td>
</tr>
<tr>
<td>LAP 401</td>
<td>Psychology of Learning</td>
<td>5</td>
</tr>
<tr>
<td>LAP 402</td>
<td>Research Methods</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: LAP 402 must be taken for 5 quarter hours.

#### Community Psychology

Choose one of the courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP 200</td>
<td>Psychology of Development in the Infant/Toddler Years</td>
<td>5</td>
</tr>
<tr>
<td>LAP 201</td>
<td>Psychology of Early Childhood</td>
<td>5</td>
</tr>
<tr>
<td>LAP 330</td>
<td>Social Psychology</td>
<td>5</td>
</tr>
<tr>
<td>LAP 340</td>
<td>Effective Interpersonal Relationships</td>
<td>5</td>
</tr>
<tr>
<td>LAP 342</td>
<td>Interpersonal Helping Skills</td>
<td>5</td>
</tr>
<tr>
<td>LAP 441</td>
<td>Psychology of Artistic Expression</td>
<td>3  OR 5</td>
</tr>
<tr>
<td>LAP 320</td>
<td>Psychological Assessment of the Young Child--Part I with</td>
<td>2</td>
</tr>
<tr>
<td>LAP 321</td>
<td>Psychological Assessment of the Young Child--Part II</td>
<td>3</td>
</tr>
<tr>
<td>LAP 348</td>
<td>Cross-Cultural Communication</td>
<td>5</td>
</tr>
<tr>
<td>LAP 350</td>
<td>Culture and Self</td>
<td>5</td>
</tr>
<tr>
<td>LAP 352</td>
<td>Children and Families under Stress</td>
<td>5</td>
</tr>
<tr>
<td>LAP 408</td>
<td>Introduction to Community Psychology</td>
<td>5</td>
</tr>
<tr>
<td>LAP 425</td>
<td>Mental Health</td>
<td>3  OR 5</td>
</tr>
<tr>
<td>LAP 442</td>
<td>Interpersonal Development</td>
<td>3  OR 5</td>
</tr>
<tr>
<td>LAP 450</td>
<td>Human Sexuality</td>
<td>3  OR 5</td>
</tr>
<tr>
<td>LAP 320</td>
<td>Psychological Assessment of the Young Child--Part I with</td>
<td>2</td>
</tr>
</tbody>
</table>

Notes: LAP 320 and LAP 321 together count as one course. LAP 441, LAP 442 and LAP 450 must be taken for 5 quarter hours.
LAP 321 Psychological Assessment of the Young Child--Part II 3

Notes: LAP 320 and LAP 321 together count as one course. LAP 425, LAP 442 and LAP 450 must be taken for 5 quarter hours.

Psychology Electives
Choose 10 QH of undergraduate Psychology (p. 322) courses with advisor approval

Psychology/Human Development Minor, Elementary Education

Elementary Education (p. 114) students may select a minor in Psychology/Human Development to fulfill their standard teaching concentration requirement. Students may apply their knowledge to a number of settings, including the classroom.

Minor Details:
- Requires 30 QH in addition to Psychology courses taken as part of the General Education requirement and Foundational courses
- Requires 15 QH of upper level coursework
- 15 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

Required Courses

Core Course
LAP 315 Lifespan Development 5

Developmental Psychology
Choose two of the courses below:
LAP 200 Psychology of Development in the Infant/Toddler Years 5
LAP 201 Psychology of Early Childhood 5
LAP 202 Psychology of Middle Childhood and Adolescence 5
LAP 300 Adult Development and Learning Assessment 5
LAP 303 Introduction to Psycholinguistics 5
LAP 441 Psychology of Artistic Expression 3 OR 5
LAP 442 Interpersonal Development 3 OR 5

LAP 450 Human Sexuality 3 OR 5

Notes: LAP 320 and LAP 321 together count as one course. LAP 441, LAP 442 and LAP 450 must be taken for 5 quarter hours.

Social, Personality or Clinical Psychology

Choose one of the courses below:
LAP 306 Theories of Personality 5
LAP 307 Abnormal Psychology 5
LAP 325 Psychology of Play and Therapeutic Applications 5
LAP 330 Social Psychology 5
LAP 340 Effective Interpersonal Relationships 5
LAP 342 Interpersonal Helping Skills 5
LAP 441 Psychology of Artistic Expression 3 OR 5
LAP 320 Psychological Assessment of the Young Child--Part I 2
with
LAP 321 Psychological Assessment of the Young Child--Part II 3

Notes: LAP 201 is preferred. LAP 320 and LAP 320 together count as one course. LAP 441, LAP 442 and LAP 450 must be taken for 5 quarter hours.

Cognitive or Experimental Psychology

Choose one of the courses below:
LAP 300 Adult Development and Learning Assessment 5
LAP 303 Introduction to Psycholinguistics 5
LAP 305 Memory and Cognition 5
LAP 401 Psychology of Learning 5
LAP 402 Research Methods 5

Note: LAP 402 must be taken for 5 quarter hours.

Community Psychology

Choose one of the courses below:
LAP 200 Psychology of Development in the Infant/Toddler Years 5
LAP 201 Psychology of Early Childhood 5
LAP 330 Social Psychology 5
LAP 340  Effective Interpersonal Relationships 5
LAP 342  Interpersonal Helping Skills 5
LAP 348  Cross-Cultural Communication 5
LAP 350  Culture and Self 5
LAP 352  Children and Families under Stress 5
LAP 408  Introduction to Community Psychology 5
LAP 425  Mental Health 3
OR 5
LAP 442  Interpersonal Development 3
OR 5
LAP 450  Human Sexuality 3
OR 5
LAP 320  Psychological Assessment of the Young Child--Part I 2
with
LAP 321  Psychological Assessment of the Young Child--Part II 3

Notes: LAP 320 and LAP 321 together count as one course. LAP 425, LAP 442 and LAP 450 must be taken for 5 quarter hours.

Psychology Electives
Choose 5 QH of undergraduate Psychology (p. 322) courses with advisor approval

Science Minor, Elementary Education

Elementary Education (p. 114) students may select a minor in Science to fulfill their standard teaching concentration requirement.

Minor Details:
- Requires 30 QH in addition to Science courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum of “C” in all coursework in the minor
- Requires science department approval before registering for any science courses that are accelerated, field-based or intersession

Required Courses
Science Electives
Choose 30 QH of Science (p. 318) courses

Note: The following courses do not count toward the science electives: LAN 108, LAN 215, LAN 225, LAN 235.

Sociology Minor, Elementary Education

Elementary Education (p. 114) students may select a minor in Sociology to fulfill their standard teaching concentration requirement.

Minor Details:
- Requires 30 QH in addition to Sociology courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

Required Courses
Sociology Electives
Choose 30 QH from the courses below:

LAS 105  Introduction to Sociology 5
LAS 311  Racial and Ethnic History and Culture 5
LAS 313  The Metropolitan Community 5
LAS 330  Cultural Influences in the Workplace 5
LAS 405  Social Problems 5
LAS 420  Social Theory 5
INT 420  Dynamics of Significant Relationships 3
OR 5
LAS 490  Social Science Independent Study 2
TO 5
LAS 495  Social Science Special Topic 1
TO 5

Note: For LAS 490 or LAS 495 the Independent Study or Special Topic must be in Sociology. INT 420 must be taken for 5 quarter hours.
Sociology/Anthropology Minor, Elementary Education

Elementary Education (p. 114) students may select a minor in Sociology/Anthropology to fulfill their standard teaching concentration requirement.

**Minor Details:**
- Requires 30 QH in addition to Sociology and Anthropology courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 15 QH of the upper level courses must be taken at NLU
- Requires minimum grade of “C” for each course in the minor

**Required Courses**

**Anthropology Electives**
Choose 15 QH from the courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS 110</td>
<td>Introduction to Cultural Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>LAS 240</td>
<td>Human Origins</td>
<td>5</td>
</tr>
<tr>
<td>LAS 300</td>
<td>Contemporary World Cultures</td>
<td>5</td>
</tr>
<tr>
<td>LAS 302</td>
<td>Asian History and Culture</td>
<td>5</td>
</tr>
<tr>
<td>LAS 303</td>
<td>Sub-Saharan African Cultures</td>
<td>5</td>
</tr>
<tr>
<td>LAS 304</td>
<td>Middle and South American Cultures</td>
<td>5</td>
</tr>
<tr>
<td>LAS 340</td>
<td>Native Americans</td>
<td>5</td>
</tr>
<tr>
<td>LAS 341</td>
<td>Comparative Ethnographies</td>
<td>5</td>
</tr>
<tr>
<td>LAS 420</td>
<td>Social Theory</td>
<td>5</td>
</tr>
<tr>
<td>LAS 440</td>
<td>Anthropological Linguistics</td>
<td>5</td>
</tr>
<tr>
<td>LAS 441</td>
<td>Urban Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>LAS 442</td>
<td>Anthropology of Gender Roles</td>
<td>5</td>
</tr>
<tr>
<td>LAS 449</td>
<td>Cross-Cultural Fieldwork</td>
<td>5</td>
</tr>
<tr>
<td>LAS 490</td>
<td>Social Science Independent Study</td>
<td>2 TO 5</td>
</tr>
<tr>
<td>LAS 495</td>
<td>Social Science Special Topic</td>
<td>1 TO 5</td>
</tr>
</tbody>
</table>

Note: For LAS 490 or LAS 495 the Independent Study or Special Topic must be in Anthropology.

**Sociology Electives**
Choose 15 QH from the courses below:

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<th>QH</th>
</tr>
</thead>
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<td>Social Theory</td>
<td>5</td>
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<td>INT 420</td>
<td>Dynamics of Significant Relationships</td>
<td>3 OR 5</td>
</tr>
<tr>
<td>LAS 490</td>
<td>Social Science Independent Study</td>
<td>2 TO 5</td>
</tr>
<tr>
<td>LAS 495</td>
<td>Social Science Special Topic</td>
<td>1 TO 5</td>
</tr>
</tbody>
</table>

Note: For LAS 490 or LAS 495 the Independent Study or Special Topic must be in Sociology. INT 420 must be taken for 5 quarter hours.

**Liberal Arts Minors**

**Art Minor, Liberal Arts**

Liberal Arts Studies (p. 90) and Applied Behavioral Sciences (p. 77) students may select a minor in Art. The Art curriculum at NLU features studio art, art history and art appreciation.

**Minor Details:**
- Requires 30 QH including Art courses taken as part of the General Education requirement
- Requires 10 QH of upper level coursework
- 5 QH of the upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

**Required Courses**

**Design Course - 5 QH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA 301</td>
<td>Design</td>
<td>5</td>
</tr>
</tbody>
</table>

**Art History Elective - 5 QH**

Choose one of the courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA 310</td>
<td>Mexican Art</td>
<td>2 TO 5</td>
</tr>
<tr>
<td>LAA 320</td>
<td>African Art</td>
<td>2 TO 5</td>
</tr>
<tr>
<td>LAA 322</td>
<td>19th and 20th Century Art</td>
<td>2 TO 5</td>
</tr>
</tbody>
</table>

Note: For LAS 490 or LAS 495 the Independent Study or Special Topic must be in Anthropology.
Note: The course selected must be taken for 5 quarter hours.

Art Electives 20 QH
Choose 20 QH from the approved courses below:
- LAA 101 Art Appreciation I 2
- LAA 102 Art Appreciation II 3
- LAA 110 Introduction to Art 2
- LAA 200 Arts in Chicago 5
- LAA 304 Mixed Media 2
- LAA 310 Mexican Art 2
- LAA 320 African Art 2
- LAA 322 19th and 20th Century Art 2
- LAA 490 Art Independent Study 1
- LAA 495 Art Special Topic 1

Note: LAA 110 is recommended.

English Minor, Liberal Arts
Liberal Arts Studies (p. 90) and Applied Behavioral Sciences (p. 77) students may select a minor in English. Students will learn about the major writers and periods of British and American literature and the cultural traditions found in minority literature. They will also master the basics of language, rhetoric and composition theory and learn how to analyze and critique writing.

Minor Details:
- Requires 30 QH including English courses taken as part of the General Education requirement
- Requires 10 QH of upper level coursework
- 5 QH of the upper level coursework must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

Required Courses
- Literature and/or Writing Electives - 30 QH
- Choose 30 QH of undergraduate Literature or Writing (p. 306) courses

Mathematics Minor, Liberal Arts
Liberal Arts Studies (p. 90) students and Applied Behavioral Sciences (p. 77) students may select a minor in Mathematics.

Minor Details:
- Requires 30 QH including Mathematics courses taken as part of the General Education requirement
- Requires 15 QH of coursework of upper level coursework
- 5 QH of upper level courses must be taken at NLU
- Requires minimum grade of “C” for each course in the minor

Required Courses
- Core Courses - 5 QH
  - LAM 311 Calculus I 5
  - or LAM 312 Calculus II 5
- Mathematics Electives - 25 QH
  - Choose 25 QH of Mathematics (p. 313) courses
  - Notes: The following courses do not count toward the mathematics electives: LAM 100A, LAM 100B, LAM 106, LAM 109, LAM 110, LAM 112, LAM 115 and LAM 213. LAM 490, LAM 491 and LAM 495 must be approved.

Psychology Minor, Liberal Arts
Liberal Arts Studies (p. 90), Applied Behavioral Sciences (p. 77) and Applied Communications (p. 79) students may select a minor in Psychology. The Psychology minor prepares students to use psychological concepts and theories and provides a foundation for further graduate study.

Minor Details:
- Requires 30 QH including Psychology courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 15 QH of upper level courses must be taken at NLU
• Requires a minimum grade of “C” for each course in the minor

Required Courses

Core Course

LAP 100 General Psychology 5

Developmental Psychology

Choose one of the courses below:

LAP 200 Psychology of Development in the Infant/Toddler Years 5
LAP 201 Psychology of Early Childhood 5
LAP 202 Psychology of Middle Childhood and Adolescence 5
LAP 300 Adult Development and Learning Assessment 5
LAP 303 Introduction to Psycholinguistics 5
LAP 315 Lifespan Development 5
LAP 441 Psychology of Artistic Expression 3 OR 5
LAP 442 Interpersonal Development 3 OR 5
LAP 450 Human Sexuality 3 OR 5

LAP 320 Psychological Assessment of the Young Child--Part I 2
LAP 321 Psychological Assessment of the Young Child--Part II 3

Notes: LAP 320 and LAP 321 together count as one course. LAP 441 must be taken for 5 quarter hours.

Social, Personality or Clinical Psychology

Choose one of the courses below:

LAP 306 Theories of Personality 5
LAP 307 Abnormal Psychology 5
LAP 325 Psychology of Play and Therapeutic Applications 5
LAP 330 Social Psychology 5
LAP 340 Effective Interpersonal Relationships 5
LAP 342 Interpersonal Helping Skills 5
LAP 441 Psychology of Artistic Expression 3 OR 5
LAP 320 Psychological Assessment of the Young Child--Part I 2

with

with

LAP 321 Psychological Assessment of the Young Child--Part II 3

Notes: LAP 320 and LAP 321 together count as one course. LAP 441, LAP 442 and LAP 450 must be taken for 5 quarter hours.

Cognitive or Experimental Psychology

Choose one of the courses below:

LAP 300 Adult Development and Learning Assessment 5
LAP 303 Introduction to Psycholinguistics 5
LAP 305 Memory and Cognition 5
LAP 401 Psychology of Learning 5
LAP 402 Research Methods 5

Note: LAP 402 must be taken for 5 quarter hours.

Community Psychology

Choose one of the courses below:

LAP 200 Psychology of Development in the Infant/Toddler Years 5
LAP 201 Psychology of Early Childhood 5
LAP 330 Social Psychology 5
LAP 340 Effective Interpersonal Relationships 5
LAP 342 Interpersonal Helping Skills 5
LAP 348 Cross-Cultural Communication 5
LAP 350 Culture and Self 5
LAP 352 Children and Families under Stress 5
LAP 408 Introduction to Community Psychology 5
LAP 425 Mental Health 3 OR 5
LAP 442 Interpersonal Development 3 OR 5
LAP 450 Human Sexuality 3 OR 5

LAP 320 Psychological Assessment of the Young Child--Part I 2
LAP 321 Psychological Assessment of the Young Child--Part II 3

Notes: LAP 320 and LAP 321 together count as one course. LAP 425, LAP 442 and LAP 450 must be taken for 5 quarter hours.

Psychology Electives

Choose 5 QH of undergraduate Psychology (p. 322) courses with advisor approval
Psychology/Human Development Minor, Liberal Arts

Liberal Arts Studies (p. 90), Applied Behavioral Sciences (p. 77) and Applied Communications (p. 79) students may select a minor in Psychology/Human Development.

**Minor Details:**
- Requires 30 QH including Psychology courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 15 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

**Required Courses**

**Core Courses**
- LAP 100 General Psychology 5
- LAP 315 Lifespan Development 5

**Developmental Psychology**

Choose two of the courses below:
- LAP 200 Psychology of Development in the Infant/Toddler Years 5
- LAP 201 Psychology of Early Childhood 5
- LAP 202 Psychology of Middle Childhood and Adolescence 5
- LAP 300 Adult Development and Learning Assessment 5
- LAP 303 Introduction to Psycholinguistics 5
- LAP 315 Lifespan Development 5
- LAP 441 Psychology of Artistic Expression or 3-5
- LAP 442 Interpersonal Development or 3-5
- LAP 450 Human Sexuality or 3-5

Choose two of the elective courses below:
- LAP 200 Psychology of Development in the Infant/Toddler Years 5
- LAP 201 Psychology of Early Childhood 5
- LAP 202 Psychology of Middle Childhood and Adolescence 5
- LAP 300 Adult Development and Learning Assessment 5
- LAP 303 Introduction to Psycholinguistics 5
- LAP 305 Memory and Cognition 5
- LAP 306 Theories of Personality 5
- LAP 307 Abnormal Psychology 5
- LAP 325 Psychology of Play and Therapeutic Applications 5
- LAP 330 Social Psychology 5
- LAP 340 Effective Interpersonal Relationships 5
- LAP 342 Interpersonal Helping Skills 5
- LAP 348 Cross-Cultural Communication 5
- LAP 350 Culture and Self 5
- LAP 352 Children and Families under Stress 5
- LAP 401 Psychology of Learning 5
- LAP 402 Research Methods 5
- LAP 425 Mental Health or 3-5
- LAP 441 Psychology of Artistic Expression or 3-5
- LAP 442 Interpersonal Development or 3-5
- LAP 450 Human Sexuality or 3-5

Notes: LAP 201 is preferred. LAP 320 and LAP 321 together count as one course. LAP 441, LAP 442 and LAP 450 must be taken for 5 quarter hours.

**Psychology Electives**

Choose two of the elective courses below:
- LAP 200 Psychology of Development in the Infant/Toddler Years 5
- LAP 201 Psychology of Early Childhood 5
- LAP 300 Adult Development and Learning Assessment 5
- LAP 303 Introduction to Psycholinguistics 5
- LAP 305 Memory and Cognition 5
- LAP 306 Theories of Personality 5
- LAP 307 Abnormal Psychology 5
- LAP 325 Psychology of Play and Therapeutic Applications 5
- LAP 330 Social Psychology 5
- LAP 340 Effective Interpersonal Relationships 5
- LAP 342 Interpersonal Helping Skills 5
- LAP 348 Cross-Cultural Communication 5
- LAP 350 Culture and Self 5
- LAP 352 Children and Families under Stress 5
- LAP 401 Psychology of Learning 5
- LAP 402 Research Methods 5
- LAP 425 Mental Health or 3-5
- LAP 441 Psychology of Artistic Expression or 3-5
- LAP 442 Interpersonal Development or 3-5
- LAP 450 Human Sexuality or 3-5

Notes: LAP 320 and LAP 321 together count as one course. All 400 level courses must be taken for 5 quarter hours.

**Science Minor, Liberal Arts**

Liberal Arts Studies (p. 90) and Applied Behavioral Sciences (p. 77) students may select a minor in
Science. Students may select courses that cover a wide range of topics in the physical and biological sciences.

**Minor Details:**
- Requires 30 QH including Science courses taken as part of the General Education requirement
- Requires 10 QH of upper level coursework
- 10 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor
- Requires science department approval before registering for any science courses that are accelerated, field-based, or intersession

**Required Courses**

**Science Electives - 30 QH**
Choose 30 QH of Science (p. 318) courses

Note: The following courses do not count toward the science electives: LAN 108, LAN 215, LAN 225, LAN 235.

**Social Science Minor, Liberal Arts**

Liberal Arts Studies (p. 90), Applied Behavioral Science (p. 77) and Applied Communications (p. 79) students may select a minor in Social Science. Students will gain a broad understanding of human and social behavior emphasizing the interdisciplinary perspectives of anthropology, economics, history, political science and sociology.

**Minor Details:**
- Requires 30 QH including Social Science courses taken as part of the General Education requirement
- Requires 15 QH of upper level coursework
- 5 QH of upper level courses must be taken at NLU
- Requires a minimum grade of “C” for each course in the minor

**Required Courses**
Choose 30 QH of undergraduate Social Science (p. 334) courses
Concentrations

Curriculum and Instruction Concentrations

Bilingual Education Concentration, Curriculum and Instruction (CAS)

This concentration is designed for those wishing to teach in a bilingual classroom. It focuses on theories of language acquisition, strategies that promote cultural understanding and teaching practices that meet the needs of English Language Learners.

This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois endorsement in Bilingual Education. Visit the Illinois State Board of Education for more details.

**Concentration Details:**
- Requires 21 SH for completion

**Required Courses**

**Bilingual Education Concentration-Core Courses - 15 SH**
- CIL 500 Foundations of ESL and Bilingual Education 3
- CIL 505 Methods and Materials for Teaching English as a Second Language 3
- CIL 506 Methods and Materials for Teaching Bilingual Education 3
- CIL 510 Assessment of ESL and Bilingual Education Students 3
- CIL 531 Cross Cultural Education 3

**Bilingual Education Concentration-Electives - 6 SH**
- Choose 6 SH from the courses below:
  - CIL 501 Introduction to Linguistics for TESOL 3
  - CIL 511 Family Literacy for Linguistically and Culturally Diverse Learners 3
  - CIL 512 Reading in a New Language: Linguistic Considerations 3
  - CIL 532 Technology Instruction for Linguistically and Culturally Diverse Students 3

**Note:** Other NCE graduate courses may apply, but the above courses are accepted for the State of Illinois Bilingual Education endorsement.

Bilingual Education Concentration, Curriculum and Instruction (M.Ed.)

This concentration is designed for those wishing to teach in a bilingual classroom. It focuses on theories of language acquisition, strategies that promote cultural understanding and teaching practices that meet the needs of English Language Learners.

This coursework, along with other requirements, can be applied to the State of Illinois endorsement in Bilingual Education. Visit the Illinois State Board of Education for more details.

**Concentration Details:**
- Requires 18 SH for completion

**Required Courses**

**Bilingual Education Concentration-Core Courses - 15 SH**
- CIL 500 Foundations of ESL and Bilingual Education 3
- CIL 505 Methods and Materials for Teaching English as a Second Language 3
- CIL 506 Methods and Materials for Teaching Bilingual Education 3
- CIL 510 Assessment of ESL and Bilingual Education Students 3
- CIL 531 Cross Cultural Education 3

**Bilingual Education Concentration-Electives - 3 SH**
- Choose 3 SH from the courses below:
  - CIL 501 Introduction to Linguistics for TESOL 3
  - CIL 511 Family Literacy for Linguistically and Culturally Diverse Learners 3
  - CIL 512 Reading in a New Language: Linguistic Considerations 3
  - CIL 532 Technology Instruction for Linguistically and Culturally Diverse Students 3

**Note:** Other NCE graduate courses may apply, but the above courses are accepted for the State of Illinois Bilingual Education endorsement.
English as a Second Language Concentration, Curriculum and Instruction (CAS)

This concentration is designed for those wishing to teach English as a Second Language. It focuses on theories of language acquisition, strategies that promote cultural understanding and teaching practices that meet the needs of English Language Learners.

This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois endorsement in English as a Second Language. Visit the Illinois State Board of Education for more details.

**Concentration Details:**
- Requires 21 SH for completion

**Required Courses**

**English as a Second Language Concentration-Core Courses - 15 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 500</td>
<td>Foundations of ESL and Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL 505</td>
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</tr>
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<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIL 512</td>
<td>Reading in a New Language: Linguistic Considerations</td>
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**English as a Second Language Concentration-Electives - 6 SH**

Choose 6 SH from the courses below:

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<td>Reading in a New Language: Linguistic Considerations</td>
<td>3</td>
</tr>
<tr>
<td>CIL 532</td>
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Note: Other NCE graduate courses may apply, but the above courses are accepted for the English as a Second Language endorsement.

English as a Second Language Concentration, Curriculum and Instruction (M.Ed.)

This concentration is designed for those wishing to teach English as a Second Language. It focuses on theories of language acquisition, strategies that promote cultural understanding and teaching practices that meet the needs of English Language Learners.

This coursework, along with the fulfillment of other requirements, can be applied to the State of Illinois endorsement in English as a Second Language. Visit the Illinois State Board of Education for more details.

**Concentration Details:**
- Requires 18 SH for completion

**Required Courses**

**English as a Second Language Concentration- Core Courses - 15 SH**

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**English as a Second Language Concentration-Electives - 3 SH**

Choose 3 SH from the courses below:

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<tr>
<td>CIL 512</td>
<td>Reading in a New Language: Linguistic Considerations</td>
<td>3</td>
</tr>
<tr>
<td>CIL 532</td>
<td>Technology Instruction for Linguistically and Culturally Diverse Students</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Other NCE graduate courses may apply, but the above courses are accepted for the English as a Second Language endorsement.
English as a Second Language/Bilingual Concentration, Curriculum and Instruction (CAS)

This concentration is designed for those wishing to work with students who are non-native English speakers. It focuses on theories of language acquisition, strategies that promote cultural understanding and teaching practices that meet the needs of English Language Learners.

This coursework, along with other requirements, can be applied to the State of Illinois endorsements. Visit the Illinois State Board of Education for more details.

**Concentration Details:**
- Requires 21 SH for completion

**Required Courses**

English as a Second Language/Bilingual Education Concentration Core Courses - 18 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 500</td>
<td>Foundations of ESL and Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL 501</td>
<td>Introduction to Linguistics for TESOL</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CIL 512</td>
<td>Reading in a New Language: Linguistic Considerations</td>
<td>3</td>
</tr>
<tr>
<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>CIL 506</td>
<td>Methods and Materials for Teaching Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL 510</td>
<td>Assessment of ESL and Bilingual Education Students</td>
<td>3</td>
</tr>
<tr>
<td>CIL 531</td>
<td>Cross Cultural Education</td>
<td>3</td>
</tr>
</tbody>
</table>

English as a Second Language/Bilingual Education Concentration Electives - 3 SH

Choose 3 SH from the courses below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 501</td>
<td>Introduction to Linguistics for TESOL</td>
<td>3</td>
</tr>
<tr>
<td>CIL 512</td>
<td>Reading in a New Language: Linguistic Considerations</td>
<td>3</td>
</tr>
<tr>
<td>CIL 532</td>
<td>Technology Instruction for Linguistically and Culturally Diverse Students</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Other NCE graduate courses may apply.

English as a Second Language/Bilingual Concentration, Curriculum and Instruction (M.Ed.)

This concentration is designed for those wishing to work with students who are non-native English speakers. It focuses on theories of language acquisition, strategies that promote cultural understanding and teaching practices that meet the needs of English Language Learners.

This coursework, along with other requirements, can be applied to endorsements. Visit the Illinois State Board of Education for more details.

**Concentration Details:**
- Requires 18 SH for completion

**Required Courses**

English as a Second Language/Bilingual Education Concentration Core Courses - 18 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 500</td>
<td>Foundations of ESL and Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL 501</td>
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</tr>
<tr>
<td></td>
<td>or</td>
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<tr>
<td>CIL 512</td>
<td>Reading in a New Language: Linguistic Considerations</td>
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<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
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<tr>
<td>CIL 506</td>
<td>Methods and Materials for Teaching Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL 510</td>
<td>Assessment of ESL and Bilingual Education Students</td>
<td>3</td>
</tr>
<tr>
<td>CIL 531</td>
<td>Cross Cultural Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Personalized Option Concentration, Curriculum and Instruction (CAS)

This concentration provides candidates with the opportunity to create a customized degree program according to their personal and professional goals. Students may choose electives from courses in any area of graduate education, as approved by an academic advisor.

**Concentration Details:**
- Requires 21 SH for completion

**Required Courses**

Personalized Option Concentration - 21 SH
Choose 21 SH of NCE graduate courses with advisor approval

### Personalized Option Concentration, Curriculum and Instruction (M.Ed.)

This concentration provides candidates with the opportunity to create a customized degree program according to personal and professional goals. Students may choose electives from courses in any area of graduate education, as approved by an academic advisor.

**Concentration Details:**
- Requires 18 SH for completion

**Required Courses**

**Personalized Option Concentration - 18 SH**

Choose 18 SH of NCE graduate courses with advisor approval

### Science Education Concentration, Curriculum and Instruction (CAS)

This concentration is designed for educators who wish to gain further mastery over science content.

**Concentration Details:**
- Requires 18 SH for completion

**Required Courses**

**Science Education Concentration - 18 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCE 510</td>
<td>Physics for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>SCE 511</td>
<td>Earth Science for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>SCE 512</td>
<td>Biology for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>SCE 520</td>
<td>Applied Chemistry for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>SCE 521</td>
<td>Astronomy for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>SCE 525</td>
<td>Learning Science Using Informal Sites</td>
<td>2</td>
</tr>
<tr>
<td>SCE 526</td>
<td>Using Informal Sites: Advanced Study</td>
<td>2</td>
</tr>
</tbody>
</table>

### Social Studies Concentration, Curriculum and Instruction (CAS)

This concentration is designed for educators who wish to gain further mastery over social studies content.

**Concentration Details:**
- Requires 21 SH for completion

**Required Courses**

**Social Studies Concentration - 21 SH**

Choose 21 SH from the courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 502</td>
<td>Trends in Teaching Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>CIS 506</td>
<td>Geographic Perspectives: Human-Environmental Interaction</td>
<td>3</td>
</tr>
<tr>
<td>CIS 507</td>
<td>Studying the World</td>
<td>3</td>
</tr>
<tr>
<td>CIS 508</td>
<td>Democracy and Diversity in the United States</td>
<td>3</td>
</tr>
<tr>
<td>CIS 509</td>
<td>Technology and Innovation in United States and World Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>CIS 515</td>
<td>Teaching United State History and Culture</td>
<td>3</td>
</tr>
<tr>
<td>CIS 516</td>
<td>Teaching the Local Community</td>
<td>2</td>
</tr>
</tbody>
</table>
Social Studies Concentration, Curriculum and Instruction (M.Ed.)

This concentration is designed for educators who wish to gain further mastery over social studies content.

**Concentration Details:**
- Requires 18 SH for completion

**Required Courses**

Social Studies Concentration - 18 SH

Choose 18 SH from the courses below:

- CIS 502 Trends in Teaching Social Studies 3
- CIS 506 Geographic Perspectives: Human-Environmental Interaction 3
- CIS 507 Studying the World 3
- CIS 508 Democracy and Diversity in the United States 3
- CIS 509 Technology and Innovation in United States and World Civilizations 3
- CIS 515 Teaching United State History and Culture 3
- CIS 516 Teaching the Local Community 2

Teaching for Conceptual Integration Concentration, Curriculum and Instruction (CAS)

This concentration focuses on enhancing student learning with instructional methods to help students integrate concepts and processes from several subject areas of the curriculum.

**Concentration Details:**
- Requires 18 SH for completion

**Required Courses**

Teaching for Conceptual Integration Concentration - 18 SH

Choose 3 SH of NCE graduate courses

- CIT 505 Teaching for Conceptual Integration for Reading/Language Arts and Science 3
- CIT 506 Teaching for Conceptual Integration in Mathematics and Social Studies 3

Electives - 3 SH

Choose 3 SH of NCE graduate courses

Teaching for Conceptual Integration Concentration, Curriculum and Instruction (M.Ed.)

This concentration focuses on enhancing student learning with instructional methods to help students integrate concepts and processes from several subject areas of the curriculum.

**Concentration Details:**
- Requires 18 SH for completion

**Required Courses**

Teaching for Conceptual Integration Concentration - 18 SH

Choose 3 SH of NCE graduate courses

- CIT 501 Teaching for Conceptual Integration in Reading/Language Arts and Mathematics 3
- CIT 502 Teaching for Conceptual Integration in Science and Social Studies 3
- CIT 503 Teaching for Conceptual Integration in Reading/Language Arts and Social Studies 3
- CIT 505 Teaching for Conceptual Integration in Mathematics and Science 3
- CIT 506 Teaching for Conceptual Integration in Mathematics and Social Studies 3

Secondary Education Concentrations

Secondary Education, M.A.T., Biological Science Concentration (Resident Teacher Program)

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and
12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for a Professional Educator License endorsed for secondary education (grades 6 to 12) and Biology (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
- Have a grade point average of 3.0 or better in Biology coursework
- Have 12 semester hours of upper division courses in Biology
- Pass the Content test in Biology

In addition, the Biological Science endorsement requires:

- A major in Biology from a regionally accredited institution or a minimum of 24 SH of coursework in Biology with 10 SH of laboratory courses and at least one course in each of the areas listed below:
  - One course in Chemistry
  - One course in Earth Science/Space Science
  - One course in Environmental Science
  - One course in Physics
  - 6 SH in Math—must be above College Algebra

Program Details:

- Requires 36 SH for completion
- Requires student teaching

Required Courses

MAT Core - 2 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 511</td>
<td>Human Learning and Development in Instructional Contexts</td>
<td>2 OR 3</td>
</tr>
</tbody>
</table>

Note: EPS 511 must be taken for 2 semester hours.

Secondary Education – Biological Science Requirements - 28 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>RLR 540</td>
<td>Teaching Content Area Literacy at the Middle and Secondary Level</td>
<td>3</td>
</tr>
<tr>
<td>SEC 502</td>
<td>Introduction to Teaching at the Secondary Level</td>
<td>5</td>
</tr>
<tr>
<td>SEC 510</td>
<td>Methods of Teaching Biology at the Secondary Level</td>
<td>5</td>
</tr>
<tr>
<td>SEC 597A</td>
<td>Resident Student Teaching in Secondary Education Biology</td>
<td>2</td>
</tr>
<tr>
<td>SPE 500</td>
<td>Introduction to and Methods of Teaching Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>TIE 535</td>
<td>Designing Active Learning Environments with Innovative Technologies</td>
<td>1 TO 3</td>
</tr>
</tbody>
</table>

Notes: SEC 597A must be taken for a total of 6 semester hours. TIE 535 must be taken for a total of 3 semester hours.

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below or, if you select the reading option, choose two of the four RLL/RLR courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 525</td>
<td>American Urban Education</td>
<td>3</td>
</tr>
<tr>
<td>SEC 527</td>
<td>Politics and Policy of Urban Education and Data Management</td>
<td>TO 3</td>
</tr>
<tr>
<td>SEC 557</td>
<td>Educational and Diagnostic Assessment of Exceptional Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>SPE 501</td>
<td>Frameworks, Perspectives, and Collaboration in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SEC 500</td>
<td>Foundations of ESL and Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>SEC 510</td>
<td>Assessment of ESL and Bilingual Education Students</td>
<td>3</td>
</tr>
<tr>
<td>EPS 513</td>
<td>Frameworks for Data Driven Instruction</td>
<td>TO 3</td>
</tr>
<tr>
<td>ESR 514</td>
<td>Research in Action: Becoming Practitioner Researchers</td>
<td>3</td>
</tr>
</tbody>
</table>

or
Secondary Education, M.A.T., Biological Science Concentration (Traditional Program)

This program is for those with a baccalaureate degree and undergraduate coursework in Biology who seek Illinois secondary education licensure. Graduates will be eligible for a Professional Educator License endorsed for secondary education (grades 6 to 12) and Biology (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
- Have a grade point average of 3.0 or better in Biology coursework
- Have 12 semester hours of upper division courses in Biology
- Pass the Content test in Biology

In addition, the Biological Science endorsement requires:

- A major in Biology from a regionally accredited institution or a minimum of 24 SH of coursework in Biology with 10 SH of laboratory courses and at least one course in each of the areas listed below:
  - One course in Chemistry
  - One course in Earth Science/Space Science
  - One course in Environmental Science
  - One course in Physics
  - 6 SH in Math—must be above College Algebra

Program Details:

- Requires 33 SH for completion
- Requires student teaching

Required Courses

MAT Core - 2 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 511</td>
<td>Human Learning and Development in Instructional Contexts</td>
<td>2</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Note: EPS 511 must be taken for 2 semester hours.

Secondary Education – Biological Science Requirements - 25 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
</tbody>
</table>
RLR 540  Teaching Content Area Literacy at the Middle and Secondary Level  3
SEC 502  Introduction to Teaching at the Secondary Level  5
SEC 510  Methods of Teaching Biology at the Secondary Level  5
SEC 590A  Student Teaching Secondary School Biological Science  6
SPE 500  Introduction to and Methods of Teaching Students with Disabilities  3

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below or, if you select the reading option, choose two of the four RLL/RLR courses:

SEC 525  American Urban Education  3
SEC 527  Politics and Policy of Urban Education and Data Management  1 and/or 3
SPE 501  Educational and Diagnostic Assessment of Exceptional Children and Adolescents  3
SPE 506  Frameworks, Perspectives, and Collaboration in Special Education  3
CIL 500  Foundations of ESL and Bilingual Education  3
CIL 510  Assessment of ESL and Bilingual Education Students  3
EPS 513  Frameworks for Data Driven Instruction  1 and/or 3

and/or

RLR 502  Teaching Comprehension and Content Area Reading  3
RLR 503  Teaching Content Area and Advanced Reading  3

Note: If selected, SEC 525, SEC 527, EPS 513, RLL 522 and RLL 528 must be taken for 3 semester hours.

The following courses are required for licensure:

CIL 505  Methods and Materials for Teaching English as a Second Language  3
EPS 511  Human Learning and Development in Instructional Contexts  2
RLR 540  Teaching Content Area Literacy at the Middle and Secondary Level  3
SEC 502  Introduction to Teaching at the Secondary Level  5
SEC 510  Methods of Teaching Biology at the Secondary Level  5
SEC 590A  Student Teaching Secondary School Biological Science  6
SPE 500  Introduction to and Methods of Teaching Students with Disabilities  3

Note: Candidates may become licensed prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

Secondary Education Student Teaching Enrollment Requirements

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their licensure courses except for SEC 590A (Student Teaching)
• Pass all methods courses at National Louis University with a grade no lower than a B
• Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
• Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

Secondary Education, M.A.T., English/Language Arts Concentration (Resident Teacher Program)

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for a Professional Educator License endorsed for secondary education (grades 6 to 12) and English/Language Arts (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:
• Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
• Have a grade point average of 3.0 or better in English coursework
• Have 32 semester hours of coursework in English (12 semester hours of upper division)
• Pass the Content Test in English/Language Arts

In addition, candidates must fulfill all of the areas listed below:
• 9 SH in Writing Skills: 6 SH of Composition (Comp I/II, advanced writing courses or writing-intensive courses) and 3 SH of Creative Writing
• 17 SH must be in Literature: one course in each of the following areas:
  • Intro to Literary Criticism
  • American Literature
  • English Literature
  • Non-Western or Ethnic American Literature
  • Shakespeare
  • Poetry or Adolescent Literature
• 6 SH can be in writing, literature, speech or journalism

Program Details:
• Requires 36 SH for completion
• Requires student teaching

Required Courses
MAT Core - 2 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 511</td>
<td>Human Learning and Development in Instructional Contexts</td>
<td>2 OR 3</td>
</tr>
</tbody>
</table>

Note: EPS 511 must be taken for 2 semester hours.

Secondary Education – English/Language Arts Requirements - 28 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>RLR 540</td>
<td>Teaching Content Area Literacy at the Middle and Secondary Level</td>
<td>3</td>
</tr>
<tr>
<td>SEC 502</td>
<td>Introduction to Teaching at the Secondary Level</td>
<td>5</td>
</tr>
<tr>
<td>SEC 512</td>
<td>Methods of Teaching English at the Secondary Level</td>
<td>5</td>
</tr>
<tr>
<td>SEC 597B</td>
<td>Resident Student Teaching in English/Language Arts</td>
<td>2</td>
</tr>
<tr>
<td>SPE 500</td>
<td>Introduction to and Methods of Teaching Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>TIE 535</td>
<td>Designing Active Learning Environments with Innovative Technologies</td>
<td>1 TO 3</td>
</tr>
</tbody>
</table>

Notes: SEC 597B must be taken for a total of 6 semester hours. TIE 535 must be taken for 3 semester hours.

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below or, if you select the reading option, choose two of the four RLL/RLR courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 525</td>
<td>American Urban Education</td>
<td>3</td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEC 527</td>
<td>Politics and Policy of Urban Education and Data Management</td>
<td>1 TO 3</td>
</tr>
</tbody>
</table>
Secondary Education, M.A.T., English/Language Arts Concentration (Traditional Program)

This program is for those with a baccalaureate degree and undergraduate coursework in English who seek Illinois secondary education licensure. Graduates will be eligible for a Professional Educator License endorsed for secondary education (grades 6 to 12) and English/Language Arts (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
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- Have 32 semester hours of coursework in English (12 semester hours of upper division courses)
- Pass the Content Test in English/Language Arts

In addition, candidates must fulfill all of the areas listed below:

- 9 SH in Writing Skills: 6 SH of Composition (Comp I/II, advanced writing courses or writing-intensive courses) and 3 SH of Creative Writing
- 17 SH must be in Literature: one course in each of the following areas:
  - Introduction to Literary Criticism
• American Literature
• English Literature
• Non-Western or Ethnic American Literature
• Shakespeare
• Poetry or Adolescent Literature
• 6 SH can be in writing, literature, speech or journalism

Program Details:
• Requires 33 SH for completion
• Requires student teaching

Required Courses
MAT Core - 2 SH
EPS 511 Human Learning and Development in Instructional Contexts 2 OR 3

Note: EPS 511 must be taken for 2 semester hours.

Secondary Education – English Requirements - 25 SH
CIL 505 Methods and Materials for Teaching English as a Second Language 3
RLR 540 Teaching Content Area Literacy at the Middle and Secondary Level 3
SEC 502 Introduction to Teaching at the Secondary Level 5
SEC 512 Methods of Teaching English at the Secondary Level 5
SEC 590B Student Teaching Secondary School Language Arts/English 6
SPE 500 Introduction to and Methods of Teaching Students with Disabilities 3

Secondary Education Elective Options - 6 SH
Choose one pair of the courses below or, if you select the reading option, choose two of the four RLL/RLR courses:
SEC 525 American Urban Education 3
SEC 527 Politics and Policy of Urban Education and Data Management 1 TO 3
or
SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents 3

and
SPE 506 Frameworks, Perspectives, and Collaboration in Special Education 3
or

CIL 500 Foundations of ESL and Bilingual Education 3
CIL 510 Assessment of ESL and Bilingual Education Students 3
EPS 513 Frameworks for Data Driven Instruction TO 3
and
ESR 514 Research in Action: Becoming Practitioner Researchers 3
or
MLE 500 Middle School: An Overview and
MLE 502 Middle Level Curriculum 3
or
RLL 522 Adolescent Literature 2 TO 3
and/or
RLL 528 Diverse Perspectives in Youth Literature, PreK-12 3
and/or
RLR 502 Teaching Comprehension and Content Area Reading 3
and/or
RLL 503 Teaching Content Area and Advanced Reading 3

Note: If selected, SEC 525, SEC 527, EPS 513, RLL 522 and RLL 528 must be taken for 3 semester hours.

The following courses are required for licensure:
EPS 511 Human Learning and Development in Instructional Contexts 2 OR 3
SEC 502 Introduction to Teaching at the Secondary Level 5
SEC 512 Methods of Teaching English at the Secondary Level 5
SEC 590B Student Teaching Secondary School Language Arts/English 6
SPE 500 Introduction to and Methods of Teaching Students with Disabilities 3

Note: Candidates may become licensed prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

Secondary Education Student Teaching Enrollment Requirements
Admission to and continuance in student teaching are contingent on the following actions.

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- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their licensure courses except for SEC 590B (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

Secondary Education, M.A.T., Foreign Language Concentration (Resident Teacher Program)

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for a Professional Educator License endorsed for secondary education (grades 6 to 12) and Foreign Language (grades K to 12) with a designation in a specific language. Visit Licensure and Endorsement at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
- Choose a designation from one of the following: Chinese (Cantonese), Chinese (Mandarin), French, German, Hebrew, Italian, Japanese, Korean, Latin, Russian or Spanish
- Have a grade point average of 3.0 or better in foreign language designation coursework
- Have 32 semester hours of coursework in foreign language designation (12 semester hours of upper division)
- Pass the ACTFL foreign language oral proficiency exam (advanced-low)

In addition, the Foreign Language endorsement requires that candidates fulfill all of the following areas in the designation language:

- Pass the foreign language designation test
- Beginning Language I & II
- Intermediate Language I & II
- One course in each of the following areas:
  - Grammar and Composition
  - Introduction to Literature
  - Introduction to History and Culture

Program Details:

- Requires 36 SH for completion
- Requires student teaching

Required Courses

**MAT Core - 2 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 511</td>
<td>Human Learning and Development in Instructional Contexts</td>
<td>2</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Note: EPS 511 must be taken for 2 semester hours.

**Secondary Education – Foreign Language Requirements - 28 SH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>RLR 540</td>
<td>Teaching Content Area Literacy at the Middle and Secondary Level</td>
<td>3</td>
</tr>
<tr>
<td>SEC 502</td>
<td>Introduction to Teaching at the Secondary Level</td>
<td>5</td>
</tr>
</tbody>
</table>
SEC 522  Methods of Teaching Classical Languages (Latin) K-12  5  
or  
SEC 524  Methods of Teaching World Languages K-12  5  
and  
SEC 597F  Resident Student Teaching in Secondary Education: Foreign Languages  2  
SPE 500  Introduction to and Methods of Teaching Students with Disabilities  3  
TIE 535  Designing Active Learning Environments with Innovative Technologies  1  TO  3  

Notes: SEC 597F must be taken for a total of 6 semester hours. TIE 535 must be taken for 3 semester hours.

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below or, if you select the reading option, choose two of the four RLL/RLR courses:

SEC 525  American Urban Education  3  
and  
SEC 527  Politics and Policy of Urban Education and Data Management  1  TO  3  

or  
SPE 501  Educational and Diagnostic Assessment of Exceptional Children and Adolescents  3  
and  
SPE 506  Frameworks, Perspectives, and Collaboration in Special Education  3  
or  
CIL 500  Foundations of ESL and Bilingual Education  3  
and  
CIL 510  Assessment of ESL and Bilingual Education Students  3  
or  
EPS 513  Frameworks for Data Driven Instruction  1  TO  3  
and  
ESR 514  Research in Action: Becoming Practitioner Researchers  3  
or  
MLE 500  Middle School: An Overview  3  
and  
MLE 502  Middle Level Curriculum  3  
or  
RLL 522  Adolescent Literature  2  TO  3  
and/or  
RLL 528  Diverse Perspectives in Youth Literature, PreK-12  3  
and/or  
RLR 502  Teaching Comprehension and Content Area Reading  3  
and/or  
RLR 503  Teaching Content Area and Advanced Reading  3  

Note: If selected, SEC 525, SEC 527, EPS 513, RLL 522 and RLL 528 must be taken for 3 semester hours.

Secondary Education Student Teaching Enrollment Requirements

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

Candidates must:
• Be accepted into the graduate program of National College of Education
• File, by the designated deadline, the application form for student teaching
• Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
• Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
• Complete all of their licensure courses except for SEC 597F (Student Teaching)
• Pass all methods courses at National Louis University with a grade no lower than a B
• Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
• Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments
Secondary Education, M.A.T., Foreign Languages Concentration (Traditional Program)

This program is for those with a baccalaureate degree and undergraduate coursework in a foreign language who seek Illinois secondary education licensure. Graduates will be eligible for a Professional Educator License endorsed for secondary education (grades 6 to 12) and Foreign Language (grades K to 12) with a designation in a specific language. Visit Licensure and Endorsement at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 119) applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
- Choose a foreign language designation from one of the following: Chinese (Cantonese), Chinese (Mandarin), French, German, Hebrew, Italian, Japanese, Korean, Latin, Russian or Spanish
- Have a grade point average of 3.0 or better in foreign language designation coursework
- Have 32 semester hours of coursework in foreign language designation (12 semester hours of upper division)
- Pass the ACTFL foreign language oral proficiency exam (advanced-low)

In addition, the Foreign Language endorsement requires that candidates fulfill all of the following areas in the designated language:

- Pass the foreign language designation test
- Beginning Language I & II
- Intermediate Language I & II
- One course in each of the following areas:
  - Grammar and Composition
  - Introduction to Literature
  - Introduction to History and Culture

Program Details:

- Requires 33 SH for completion
- Requires student teaching

Required Courses

<table>
<thead>
<tr>
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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 511</td>
<td>Human Learning and Development in Instructional Contexts</td>
<td>2 OR 3</td>
</tr>
</tbody>
</table>

Note: EPS 511 must be taken for 2 semester hours.

Secondary Education – Foreign Language Requirements - 25 SH

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<tr>
<th>Course</th>
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</thead>
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<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>RLR 540</td>
<td>Teaching Content Area Literacy at the Middle and Secondary Level</td>
<td>3</td>
</tr>
<tr>
<td>SEC 502</td>
<td>Introduction to Teaching at the Secondary Level</td>
<td>5</td>
</tr>
<tr>
<td>SEC 522</td>
<td>Methods of Teaching Classical Languages (Latin) K-12</td>
<td>5</td>
</tr>
<tr>
<td>SEC 524</td>
<td>Methods of Teaching World Languages K-12</td>
<td>5</td>
</tr>
<tr>
<td>SEC 590F</td>
<td>Student Teaching Secondary School World Languages K-12</td>
<td>6</td>
</tr>
<tr>
<td>SPE 500</td>
<td>Introduction to and Methods of Teaching Students with Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below or, if you select the reading option, choose two of the four RLL/RLR courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SEC 525</td>
<td>American Urban Education</td>
<td>3</td>
</tr>
<tr>
<td>SEC 527</td>
<td>Politics and Policy of Urban Education and Data Management</td>
<td>1 TO 3</td>
</tr>
<tr>
<td>SPE 501</td>
<td>Educational and Diagnostic Assessment of Exceptional Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>SPE 506</td>
<td>Frameworks, Perspectives, and Collaboration in Special Education</td>
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<tr>
<td>CIL 500</td>
<td>Foundations of ESL and Bilingual Education</td>
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<td>CIL 510</td>
<td>Assessment of ESL and Bilingual Education Students</td>
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</tr>
<tr>
<td>EPS 513</td>
<td>Frameworks for Data Driven Instruction</td>
<td>1 TO 3</td>
</tr>
</tbody>
</table>
ESR 514 Research in Action: Becoming Practitioner Researchers 3
or
MLE 500 Middle School: An Overview 3
and
MLE 502 Middle Level Curriculum 3
or
RLL 522 Adolescent Literature 2 TO 3
and/or
RLL 528 Diverse Perspectives in Youth Literature, PreK-12 3
and/or
RLR 502 Teaching Comprehension and Content Area Reading 3
and/or
RLR 503 Teaching Content Area and Advanced Reading 3

Note: If selected, SEC 525, SEC 527, EPS 513, RLL 522 and RLL 528 must be taken for 3 semester hours.

The following courses are required for licensure:

EPS 511 Human Learning and Development in Instructional Contexts 2 OR 3
SEC 502 Introduction to Teaching at the Secondary Level 5
SEC 522 Methods of Teaching Classical Languages (Latin) K-12 5
or
SEC 524 Methods of Teaching World Languages K-12 5
SEC 590F Student Teaching Secondary School World Languages K-12 6
SPE 500 Introduction to and Methods of Teaching Students with Disabilities 3

Note: Candidates may become licensed prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

Secondary Education Student Teaching Enrollment Requirements

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their licensure courses except for SEC 590F(Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

Secondary Education, M.A.T., Mathematics Concentration (Resident Teacher Program)

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for a Professional Educator License endorsed for secondary education (grades 6 to 12) and Mathematics (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
• Have a grade point average of 3.0 or better in Mathematics coursework
• Have 32 semester hours of coursework in mathematics (12 semester hours of upper division courses)
• Pass the Content Test in Mathematics

In addition, candidates must fulfill all of the areas listed below:

• CALCULUS (6 SH)—These courses should cover the topics of limits, continuity, differentiation and applications of integration and possibly some topics from analytic geometry. The use of calculus in solving real life problems with technology should be emphasized. The courses meeting this requirement should be sequential in nature.

• FOUNDATIONS OF GEOMETRY (or COLLEGE GEOMETRY) (3 SH)—This focuses on major concepts of Euclidean geometry, with introduction of non-Euclidean geometry, including the study of axioms and postulate-based deductive systems and the development of mathematical conjectures and proofs. The construction and representation of two and three-dimensional shapes is included as perspective drawings, or physical models, and as virtual representations, using dynamic geometry applications.

• GEOMETRY (3 SH)—Courses such as projective, affine and topology fit here. Three semester hours of an analytic geometry that was integrated in a calculus sequence may be placed here. These three semester hours of geometry must be upper (300/400/graduate) level.

• NUMBER THEORY (3 SH)—Courses should contain number theory, comparisons of numbers and number systems, and representation/application of complex numbers. Courses with titles such as group theory, ring theory and field theory will also fit in this area.

• MODERN/ABSTRACT ALGEBRA (3 SH)—Courses within this area should contain the development of the real number system and its subsystems and the analysis and explanation of procedures used for operations involving integers, rational, real and complex numbers. The use of technology to demonstrate and apply the properties of real numbers and their use in solving real life problems should also be included in this course.

• LINEAR ALGEBRA (3 SH)—The content of the course should include matrices and their operations, solutions of systems and equations, vector spaces, linear transformation, eigen values and eigenvectors with a focus on the use of linear algebra in solving real life problems. A course in matrix algebra or matrix theory will fit in this area.

• DISCRETE MATHEMATICS (3 SH)—Coursework within this area will involve the elements of graph theory, recurrence relations, finite difference approaches, linear programming and combinatorics. Coursework can also contain discrete structures and the application of algorithms. Courses with titles such as finite math, logic, data structures and discrete structures would also fit in this area.

• PROBABILITY & STATISTICS (3 SH)—Coursework in this area should contain the treatment of topics as mutually exclusive events, independent ad dependent events, conditional probability, combinatorics, random variables, sampling methods, confidence intervals, inferential statistics, distributions and correlation. Estimating probabilities and data representation using graphing calculators or statistical software should also be covered in this course. A statistics course in other areas (business, economics, etc.) may be placed here.

• HISTORY OF MATHEMATICS (3 SH)—This course provides a study of the historical development of the central concepts of mathematics from early times to the present. Students analyze the accomplishments of significant mathematicians within historical, cultural, and scientific contexts, including contributions from diverse cultures.

• MATH ELECTIVES (2 SH)—Any college-level math courses, if needed to reach 32 SH

Program Details:

• Requires 36 SH for completion
• Requires student teaching

MAT Core - 2 SH
EPS 511 Human Learning and Development in Instructional Contexts 2
OR
3

Note: EPS 511 must be taken for 2 semester hours.

Secondary Education – Mathematics Requirements - 28 SH

CIL 505 Methods and Materials for Teaching English as a Second Language 3

RLR 540 Teaching Content Area Literacy at the Middle and Secondary Level 3

SEC 502 Introduction to Teaching at the Secondary Level 5

SEC 514 Methods of Teaching Mathematics at the Secondary and Middle Levels 5
SEC 597C  Resident Student Teaching in Secondary Education Mathematics 2
SPE 500  Introduction to and Methods of Teaching Students with Disabilities 3
TIE 535  Designing Active Learning Environments with Innovative Technologies 1

Notes: SEC 597C must be taken for a total of 6 semester hours. TIE 535 must be taken for 3 semester hours.

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below or, if you select the reading option, choose two of the four RLL/RLR courses:

SEC 525  American Urban Education 3
and
SEC 527  Politics and Policy of Urban Education and Data Management 1
TO
3

or

SPE 501  Educational and Diagnostic Assessment of Exceptional Children and Adolescents 3

and

SPE 506  Frameworks, Perspectives, and Collaboration in Special Education 3

or

CIL 500  Foundations of ESL and Bilingual Education 3
and
CIL 510  Assessment of ESL and Bilingual Education Students 3

or

EPS 513  Frameworks for Data Driven Instruction 1
TO
3
and

ESR 514  Research in Action: Becoming Practitioner Researchers 3

or

MLE 500  Middle School: An Overview 3
and
MLE 502  Middle Level Curriculum 3

or

RLL 522  Adolescent Literature 2
TO
3

and/or

RLL 528  Diverse Perspectives in Youth Literature, PreK-12 3

and/or

RLR 502  Teaching Comprehension and Content Area Reading 3

and/or

RLR 503  Teaching Content Area and Advanced Reading 3

Note: If selected, SEC 525, SEC 527, EPS 513, RLL 522 and RLL 528 must be taken for 3 semester hours.

Secondary Education Student Teaching Enrollment Requirements

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their licensure courses except for SEC 597C (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments

Secondary Education, M.A.T., Mathematics Concentration (Traditional Program)

This program is for those with a baccalaureate degree and undergraduate coursework in Mathematics who seek Illinois secondary education licensure. Graduates will be eligible for a Professional Educator License endorsed for secondary education (grades 6 to 12) and Mathematics (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.
In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
- Have a grade point average of 3.0 or better in Mathematics coursework
- Have 32 SH of coursework in Mathematics (12 SH of upper division courses)
- Pass the Content Test in Mathematics

In addition, candidates must fulfill all of the areas listed below:

- **CALCULUS (6 SH)**—These courses should cover the topics of limits, continuity, differentiation and applications of integration and possibly some topics from analytic geometry. The use of calculus in solving real life problems with technology should be emphasized. The courses meeting this requirement should be sequential in nature.

- **FOUNDATIONS OF GEOMETRY (or COLLEGE GEOMETRY) (3 SH)**—This focuses on major concepts of Euclidean geometry, with introduction of non-Euclidean geometry, including the study of axiom and postulate-based deductive systems and the development of mathematical conjectures and proofs. The construction and representation of two and three-dimensional shapes is included as perspective drawings, or physical models, and as virtual representations, using dynamic geometry applications.

- **GEOMETRY (3 SH)**—Courses such as projective, affine and topology fit here. Three semester hours of an analytic geometry that was integrated in a calculus sequence may be placed here. These three semester hours of geometry must be upper (300/400/graduate) level.

- **NUMBER THEORY (3 SH)**—Courses should contain number theory, comparisons of numbers and number systems, and representation/application of complex numbers. Courses with titles such as group theory, ring theory and field theory will also fit in this area.

- **MODERN/ABSTRACT ALGEBRA (3 SH)**—Courses within this area should contain the development of the real number system and its subsystems and the analysis and explanation of procedures used for operations involving integers, rational, real and complex numbers. The use of technology to demonstrate and apply the properties of real numbers and their use in solving real life problems should also be included in this course.

- **LINEAR ALGEBRA (3 SH)**—The content of the course should include matrices and their operations, solutions of systems and equations, vector spaces, linear transformation, eigen values and eigenvectors with a focus on the use of linear algebra in solving real life problems. A course in matrix algebra or matrix theory will fit in this area.

- **DISCRETE MATHEMATICS (3 SH)**—Coursework within this area will involve the elements of graph theory, recurrence relations, finite difference approaches, linear programming and combinatorics. Coursework can also contain discrete structures and the application of algorithms. Courses with titles such as finite math, logic, data structures and discrete structures would also fit in this area.

- **PROBABILITY & STATISTICS (3 SH)**—Coursework in this area should contain the treatment of topics as mutually exclusive events, independent ad dependent events, conditional probability, combinatorics, random variables, sampling methods, confidence intervals, inferential statistics, distributions and correlation. Estimating probabilities and data representation using graphing calculators or statistical software should also be covered in this course. A statistics course in other areas (business, economics, etc.) may be placed here.

- **HISTORY OF MATHEMATICS (3 SH)**—This course provides a study of the historical development of the central concepts of mathematics from early times to the present. Students analyze the accomplishments of significant mathematicians within historical, cultural, and scientific contexts, including contributions from diverse cultures.

- **MATH ELECTIVES (2 SH)**—Any college-level math courses, if needed to reach 32 SH

**Program Details:**

- Requires 33 SH for completion
- Requires student teaching

**MAT Core - 2 SH**

MAT Core - 2 SH

- **EPS 511 Human Learning and Development in Instructional Contexts 2**
  OR
  **3**

Note: EPS 511 must be taken for 2 semester hours.

**Secondary Education – Mathematics Requirements - 25 SH**

- **CIL 505 Methods and Materials for Teaching English as a Second Language 3**
- **RLR 540 Teaching Content Area Literacy at the Middle and Secondary Level 3**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 502</td>
<td>Introduction to Teaching at the Secondary Level</td>
<td>5</td>
</tr>
<tr>
<td>SEC 514</td>
<td>Methods of Teaching Mathematics at the Secondary and Middle Levels</td>
<td>5</td>
</tr>
<tr>
<td>SEC 590C</td>
<td>Student Teaching Secondary School Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>SPE 500</td>
<td>Introduction to and Methods of Teaching Students with Disabilities</td>
<td>3</td>
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</tbody>
</table>

**Secondary Education Elective Options - 6 SH**

Choose one pair of the courses below or, if you select the reading option, choose two of the four RLL/RLR courses:

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<td>or</td>
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<td>or</td>
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<td>RLR 502</td>
<td>Teaching Comprehension and Content Area Reading</td>
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</tr>
<tr>
<td>or</td>
<td>RLR 503 Teaching Content Area and Advanced Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: If selected, SEC 525, SEC 527, EPS 513, RLL 522 and RLL 528 must be taken for 3 semester hours.

The following courses are required for licensure:

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EPS 511</td>
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<td>2</td>
</tr>
<tr>
<td>or</td>
<td>SEC 502 Introduction to Teaching at the Secondary Level</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td>SEC 514 Methods of Teaching Mathematics at the Secondary and Middle Levels</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td>SEC 590C Student Teaching Secondary School Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>or</td>
<td>SPE 500 Introduction to and Methods of Teaching Students with Disabilities</td>
<td>3</td>
</tr>
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</table>

Note: Candidates may become licensed prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

**Secondary Education Student Teaching Enrollment Requirements**

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their licensure courses except for SEC 590C (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as
indicated by licensure coursework and departmental assessments

Secondary Education, M.A.T., Physical Science Concentration (Resident Teacher Program)

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for a Professional Educator License endorsed for secondary education (grades 6 to 12) and Physical Science (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
- Choose a designation from one of the following: Chemistry, Earth Science, Environmental Science or Physics
- Have a grade point average of 3.0 or better in designation coursework
- Have 32 SH of coursework in Science (12 SH of upper division)
- Have a major from a regionally-accredited institution (or minimum 24 SH) in a single designation (10 SH of laboratory coursework for students who don’t have major in the designation)
- Have at least one course in Biology and each of the other designation areas
- Have 6 SH in Math—must be above College Algebra. Courses that will count include Trigonometry, Differential Equations, Advanced Algebra, Statistics and other upper level Math courses
- Pass the Content Test in designation

Program Details:

- Requires 36 SH for completion
- Requires student teaching

MAT Core - 2 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 511</td>
<td>Human Learning and Development in Instructional Contexts</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: EPS 511 must be taken for 2 semester hours.

Secondary Education – Physical Science Requirements - 28 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>RLR 540</td>
<td>Teaching Content Area Literacy at the Middle and Secondary Level</td>
<td>3</td>
</tr>
<tr>
<td>SEC 502</td>
<td>Introduction to Teaching at the Secondary Level</td>
<td>5</td>
</tr>
<tr>
<td>SEC 516</td>
<td>Methods for Teaching Physical Science at the Secondary Level</td>
<td>5</td>
</tr>
<tr>
<td>SEC 597D</td>
<td>Resident Student Teaching in Secondary Education Physical Science</td>
<td>2</td>
</tr>
<tr>
<td>SPE 500</td>
<td>Introduction to and Methods of Teaching Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>TIE 535</td>
<td>Designing Active Learning Environments with Innovative Technologies</td>
<td>3</td>
</tr>
</tbody>
</table>

Notes: SEC 597D must be taken for a total of 6 semester hours. TIE 535 must be taken for 3 semester hours.

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below or, if you select the reading option, choose two of the four RLL/RLR courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 525</td>
<td>American Urban Education</td>
<td>3</td>
</tr>
<tr>
<td>SEC 527</td>
<td>Politics and Policy of Urban Education and Data Management</td>
<td>3</td>
</tr>
<tr>
<td>SPE 501</td>
<td>Educational and Diagnostic Assessment of Exceptional Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>SPE 506</td>
<td>Frameworks, Perspectives, and Collaboration in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>CIL 500</td>
<td>Foundations of ESL and Bilingual Education</td>
<td>3</td>
</tr>
</tbody>
</table>
### Secondary Education, M.A.T., Physical Science Concentration (Traditional Program)

This program is for those with a baccalaureate degree and undergraduate coursework in a Physical Science who seek Illinois secondary education licensure. Graduates will be eligible for a Professional Educator License endorsed for secondary education (grades 6 to 12) and Physical Science (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.

**In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:**

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
- Choose a designation from one of the following: Chemistry, Earth Science, Environmental Science or Physics
- Have a grade point average of 3.0 or better in designation coursework
- Have 32 semester hours of coursework in Science (12 SH of upper division)
- Have a major from a regionally-accredited institution (or minimum 24 SH) in a single designation area (10 SH of laboratory coursework for students who don’t have major in the designation area)
- Have at least one course in Biology and each of the other designations
- Have 6 SH in Math—must be above College Algebra. Courses that will count include Trigonometry, Differential Equations, Advanced Algebra, Statistics and other upper level Math courses.
- Pass the Content Test in designation area

**Program Details:**

- Requires 33 SH for completion
- Requires student teaching

---

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 510</td>
<td>Assessment of ESL and Bilingual Education Students</td>
<td>3</td>
</tr>
<tr>
<td>EPS 513</td>
<td>Frameworks for Data Driven Instruction</td>
<td>1 TO 3</td>
</tr>
<tr>
<td>ESR 514</td>
<td>Research in Action: Becoming Practitioner Researchers</td>
<td>3</td>
</tr>
<tr>
<td>MLE 500</td>
<td>Middle School: An Overview</td>
<td>3</td>
</tr>
<tr>
<td>MLE 502</td>
<td>Middle Level Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>RLL 522</td>
<td>Adolescent Literature</td>
<td>2 TO 3</td>
</tr>
<tr>
<td>RLL 528</td>
<td>Diverse Perspectives in Youth Literature, PreK-12</td>
<td>3</td>
</tr>
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<td>Teaching Comprehension and Content Area Reading</td>
<td>3</td>
</tr>
<tr>
<td>RLR 503</td>
<td>Teaching Content Area and Advanced Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: If selected, SEC 525, SEC 527, EPS 513, RLL 522 and RLL 528 must be taken for 3 semester hours.
### MAT Core - 2 SH

<table>
<thead>
<tr>
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<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EPS 511</td>
<td>Human Learning and Development in Instructional Contexts</td>
<td>2 or 3</td>
</tr>
</tbody>
</table>

Note: EPS 511 must be taken for 2 semester hours.

### Secondary Education – Physical Science Requirements - 25 SH

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<tr>
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<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>RLR 540</td>
<td>Teaching Content Area Literacy at the Middle and Secondary Level</td>
<td>3</td>
</tr>
<tr>
<td>SEC 502</td>
<td>Introduction to Teaching at the Secondary Level</td>
<td>5</td>
</tr>
<tr>
<td>SEC 516</td>
<td>Methods for Teaching Physical Science at the Secondary Level</td>
<td>5</td>
</tr>
<tr>
<td>SEC 590D</td>
<td>Student Teaching Secondary School Physical Science</td>
<td>6</td>
</tr>
<tr>
<td>SPE 500</td>
<td>Introduction to and Methods of Teaching Students with Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: SEC 590D must be taken for a total of 6 semester hours.

### Secondary Education Elective Options - 6 SH

Choose one pair of the courses below or, if you select the reading option, choose two of the four RLL/RLR courses:

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<tr>
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<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 525</td>
<td>American Urban Education</td>
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</tr>
<tr>
<td>SEC 527</td>
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<td>1 TO 3</td>
</tr>
<tr>
<td>ESR 514</td>
<td>Research in Action: Becoming Practitioner Researchers</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: SEC 525, SEC 527, EPS 513, RLL 522, and RLL 528 must be taken for 3 semester hours. The following courses are required for licensure:

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
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<tbody>
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<tr>
<td>SEC 516</td>
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<tr>
<td>SEC 590D</td>
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</tr>
<tr>
<td>SEC 502</td>
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<td>5</td>
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<tr>
<td>SPE 500</td>
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<td>3</td>
</tr>
</tbody>
</table>

Note: Candidates may become licensed prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

### Secondary Education Student Teaching Enrollment Requirements

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

Candidates must:
- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and
Secondary Education, M.A.T., Social Studies Concentration (Resident Teacher Program)

With this program, NLU partners with the Academy for Urban School Leadership (AUSL) to deliver the M.A.T. Secondary Education program in a model which integrates a ten-month teaching residency and 12 months of graduate level coursework.

Program participants spend one year working full-time in Chicago Public Schools classrooms with mentor teachers. While gaining classroom experience, participants take the coursework that allows them to earn a full Master of Arts in Teaching degree from NLU.

Graduates contract to work in an underperforming Chicago Public School for a minimum of four years.

Graduates will be eligible for a Professional Educator License endorsed for secondary education (grades 6 to 12) and Social Studies (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.

In addition to National College of Education Graduate Admission Requirements (p. 108), applicants must:

- Pass the Test of Academic Proficiency (TAP) or ISBE approved alternative (p. 108)
- Choose a designation from one of the following: Economics, Geography, History, Political Science, Psychology, Sociology/Anthropology or Broad-based Social Science
- Have a grade point average of 3.0 or better in designation coursework
- Have 32 SH of coursework in Social Studies (12 SH of upper division)
- Submit a passing score in at least five of the six categories (including the designation area) on the Praxis II Social Studies Content Knowledge Examination taken within the past 10 years. Students who pass more than three, but fewer than five categories (including the area of endorsement) will be considered for four-course review admission status.

In addition, the Social Studies endorsement requires:

- A major from a regionally accredited institution in one of the designation areas, minimum 24 SH (Economics, Geography, History, Political Science, Psychology or Sociology/Anthropology)
- At least one course in each of the additional areas listed below (excluding the area of designation):
  - Economics
  - Geography
  - Political Science
  - Psychology
  - Sociology/Anthropology
  - U.S. History
  - World History
  - A course with a Non-Western focus

Broad-Based Social Studies

Candidates who not have a major in one of the designations of Economics, Geography, History, Political Science, Psychology or Sociology/Anthropology may choose the Broad-based Social Science endorsement.

Candidates must fulfill all of these areas:

- 18 SH of History including the minimum of two US History courses and one in Non-Western/World History (can be Africa, Asia, Caribbean, Central and South America, or Pacifica)
- One course in Economics
- One course in Geography
- One course in Political Science
- One course in Psychology
- One course in Sociology/Anthropology
- Test 114
Program Details:

- Requires 36 SH for completion
- Requires student teaching

Required Courses

MAT Core - 2 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EPS 511</td>
<td>Human Learning and Development in Instructional Contexts</td>
</tr>
</tbody>
</table>

Note: EPS 511 must be taken for 2 semester hours.

Secondary Education – Social Studies Requirements - 28 SH

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
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<td>CIL 505</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
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<tr>
<td>RLR 540</td>
<td>Teaching Content Area Literacy at the Middle and Secondary Level</td>
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<tr>
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<td>Introduction to Teaching at the Secondary Level</td>
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<tr>
<td>SEC 518</td>
<td>Methods of Teaching Social Studies at the Secondary Level</td>
</tr>
<tr>
<td>SEC 597E</td>
<td>Resident Student Teaching in Secondary Education Social Studies</td>
</tr>
<tr>
<td>SPE 500</td>
<td>Introduction to and Methods of Teaching Students with Disabilities</td>
</tr>
<tr>
<td>TIE 535</td>
<td>Designing Active Learning Environments with Innovative Technologies</td>
</tr>
</tbody>
</table>

Notes: SEC 597E must be taken for a total of 6 semester hours. TIE 535 must be taken for 3 semester hours.

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below or, if you select the reading option, choose two of the four RLL/RLR courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>SEC 527</td>
<td>Politics and Policy of Urban Education and Data Management</td>
</tr>
<tr>
<td>SPE 501</td>
<td>Educational and Diagnostic Assessment of Exceptional Children and Adolescents</td>
</tr>
<tr>
<td>SPE 506</td>
<td>Frameworks, Perspectives, and Collaboration in Special Education</td>
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<td>CIL 500</td>
<td>Foundations of ESL and Bilingual Education</td>
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<td>EPS 513</td>
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<tr>
<td>MLE 500</td>
<td>Middle School: An Overview</td>
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<td>Middle Level Curriculum</td>
</tr>
<tr>
<td>RLL 522</td>
<td>Adolescent Literature</td>
</tr>
<tr>
<td>RLL 528</td>
<td>Diverse Perspectives in Youth Literature, PreK-12</td>
</tr>
<tr>
<td>RLR 502</td>
<td>Teaching Comprehension and Content Area Reading</td>
</tr>
<tr>
<td>RLR 503</td>
<td>Teaching Content Area and Advanced Reading</td>
</tr>
</tbody>
</table>

Note: If selected, SEC 525, SEC 527, EPS 513, RLL 522 and RLL 528 must be taken for 3 semester hours.

Secondary Education Student Teaching Enrollment Requirements

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their licensure courses except for SEC 597E (Student Teaching)
Secondary Education, M.A.T., Social Studies Concentration (Traditional Program)

This program is for those with a baccalaureate degree and undergraduate coursework in Social Studies who seek Illinois secondary education licensure. Graduates will be eligible for a Professional Educator License endorsed for secondary education (grades 6 to 12) and Social Studies (grades 9 to 12). Visit Licensure and Endorsement at NLU for more details.

In addition to National College of Education Graduate Admissions Requirements (p. 119), applicants must:

- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments
- Economics
- Geography
- Political Science
- Psychology
- Sociology/Anthropology
- U.S. History
- World History
- A course with a Non-Western focus

Broad-Based Social Science

Candidates who do not have a major in one of the designations of Economics, Geography, History, Political Science, Psychology or Sociology/Anthropology may choose the Broad-based Social Science endorsement.

Candidates must fulfill all of these areas:

- 18 SH of History including the minimum of two US History courses and one in Non-Western/World History (can be Africa, Asia, Caribbean, Central and South America or Pacifica)
- One course in Economics
- One course in Geography
- One course in Political Science
- One course in Psychology
- One course in Sociology/Anthropology
- Test 114

Program Details:

- Requires 33 SH for completion
- Requires student teaching

Required Courses

MAT Core - 2 SH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 511</td>
<td>Human Learning and Development in Instructional Contexts</td>
<td>2 OR 3</td>
</tr>
<tr>
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<tr>
<td>RLR 540</td>
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<td>3</td>
</tr>
<tr>
<td>SEC 502</td>
<td>Introduction to Teaching at the Secondary Level</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: EPS 511 must be taken for 2 semester hours.
SEC 518  Methods of Teaching Social Studies at the Secondary Level  5
SEC 590E  Student Teaching Secondary School Social Studies  6
SPE 500  Introduction to and Methods of Teaching Students with Disabilities  3

Secondary Education Elective Options - 6 SH

Choose one pair of the courses below or, if you select the reading option, choose two of the four RLL/RLR courses:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
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<td>American Urban Education</td>
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<tr>
<td>SEC 527</td>
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</tr>
<tr>
<td>RLR 502</td>
<td>Teaching Comprehension and Content Area Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

and/or

RLR 503  Teaching Content Area and Advanced Reading  3

Note: If selected, SEC 525, SEC 527, EPS 513, RLL 522 and RLL 528 must be taken for 3 semester hours.

The following courses are required for licensure:

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Note: Candidates may become licensed prior to completion of the M.A.T. degree, and have six years from the beginning of coursework to complete the degree. Candidates are strongly advised to complete the degree.

Secondary Education Student Teaching Enrollment Requirements

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

Candidates must:

- Be accepted into the graduate program of National College of Education
- File, by the designated deadline, the application form for student teaching
- Submit to their advisor a report of a TB test taken within 90 days of the student teaching placement, results of criminal background check and acknowledgement of Mandated Reporter status form
- Turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program
- Complete all of their licensure courses except for SEC 590E (Student Teaching)
- Pass all methods courses at National Louis University with a grade no lower than a B
- Participate in faculty assessment and receive approval of his or her portfolio (Livetext)
- Provide evidence of emotional stability, adequate personality adjustment and competency as indicated by licensure coursework and departmental assessments
Social Science and Business Concentrations

Aging Studies Concentration

Students in the Applied Behavioral Sciences, B.A (p. 77); Management, B.S. (p. 91); Management Information Systems, B.S. (p. 93) and Health Care Leadership, B.S. (p. 86) programs may select a concentration in Aging Studies. This concentration is geared toward professionals who work with the aging population.

Concentration Details:
- Requires 15 QH, including Aging Studies courses taken as part of the General Education requirement, for completion
- Requires 15 QH of upper level coursework
- 15 QH of coursework must be taken at NLU
- Requires a minimum grade of “C” for each course in the concentration

Required Courses
Aging Studies Concentration - 15 QH
- LAS 427 Legal and Ethical Issues Related to Aging 5
- LAS 428 Serving the Aging Population 5
- LAS 429 Societal Systems of Aging 5

International Management Concentration

Students in the Applied Behavioral Sciences, B.A (p. 77); Management, B.S. (p. 91); Management Information Systems, B.S. (p. 93) and Health Care Leadership, B.S. (p. 86) programs may select a concentration in International Management. This concentration is offered in both face-to-face and online-only formats.

Concentration Details:
- Requires 15 QH for completion
- Requires 15 QH of upper level coursework
- 15 QH of coursework must be taken at NLU
- Requires a minimum grade of “C” for each course in the concentration

Required Courses
International Management Concentration - 15 QH
- MGT 372 International Management 4 TO 5
- MGT 404 Diversity in the Workplace 4 TO 5
- MGT 408 Contemporary Issues in International Management 4 TO 5

Note: All courses must be taken for 5 quarter hours.

Leadership Concentration

Students in the Applied Behavioral Sciences, B.A (p. 77); Management, B.S. (p. 91); Management Information Systems, B.S. (p. 93) and Health Care Leadership, B.S. (p. 86) programs may select a concentration in Leadership. This concentration is offered in both face-to-face and online-only formats.

Concentration Details:
- Requires 15 QH for completion
- Requires 15 QH of upper level coursework
- 15 QH of coursework must be taken at NLU
- Requires a minimum grade of “C” for each course in the concentration

Required Courses
Leadership Concentration - 15 QH
- MGT 487 Leadership in Organizations 5
- MGT 488 Leadership and Change 5
- MGT 489 Contemporary Issues in Leadership 5

Public Policy Concentration

Students in the Applied Behavioral Sciences, B.A (p. 77); Management, B.S. (p. 91); Management Information Systems, B.S. (p. 93) and Health Care Leadership, B.S. (p. 86) programs may select a concentration in Public Policy. This concentration is offered in both face-to-face and online formats.

Concentration Details:
- Requires 15 QH, including Public Policy courses taken as part of the General Education requirement, for completion
- Requires 15 QH of upper level coursework
- 15 QH of coursework must be taken at NLU
- Requires a minimum grade of “C” for each course in the concentration
Required Courses
Public Policy Concentration - 15 QH

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<td>LAS 453</td>
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<td>LAS 457</td>
<td>Social Issues and Public Policy Administration</td>
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<td>LAS 458</td>
<td>Public and Social Policy in the Legislative Process</td>
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Entrepreneurship Concentration

Students in the following programs may select a concentration in Entrepreneurship:

- Applied Behavioral Sciences, B.A. (p. 77)
- Applied Communications, B.A. (p. 79)
- Business Administration, B.A. (p. 80)
- Criminal Justice, B.A. (p. 84)
- Health Care Leadership, B.S. (p. 86)
- Human Services, B.A. (p. 87)
- Management, B.S. (p. 91)
- Management Information Systems, B.S. (p. 93)
- Psychology, B.A. (p. 94)

**Concentration Details:**

- Requires 20 QH for completion
- Requires 20 QH of upper level coursework
- Requires a minimum grade of “C” for each course in the concentration

Required Courses
Required Courses 20 QH

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<td>MGT 484</td>
<td>Entrepreneur as Manager, Leader, and Salesperson</td>
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<td>MGT 498</td>
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# COURSE OPTIONS

## Science

### Courses

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## Undergraduate Behavioral Science

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<td>Adult Development and Learning Assessment</td>
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### English, Speech or Drama

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### Art, Music and Drama

#### Courses

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### Biology

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<td>Human Physiology</td>
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<td>Microbes--Global Perspectives</td>
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<td>Psychopharmacology</td>
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<td>Pain Management</td>
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**Communications**

Courses

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<td>LAE 120</td>
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<td>LAE 125</td>
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<td>LAE 314</td>
<td>History of the English Language</td>
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<td>LAE 413</td>
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**Laboratory Science Courses**

Courses

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<td>LAN 260</td>
<td>Consumer Chemistry</td>
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**Graduate Psychology Electives**

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<td>Human Sexuality</td>
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<td>Psychological Assessment II--Intellectual Assessment</td>
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**Computer Electives**

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<td>Office Information Systems</td>
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**Business Electives**

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<td>Applications of Business Writing</td>
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<td>MGT 230</td>
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<td>MGT 270</td>
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<td>Business Research and Communications</td>
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<td>Management and the Not-for-Profit Organization: A Case Study of the Field Museum</td>
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<td>MGT 489</td>
<td>Contemporary Issues in Leadership</td>
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OTHER PROGRAMS OF STUDY

The Lifelong Learning Institute

The Lifelong Learning Institute (LLI) at NLU offers a unique learning and social opportunity for retired adults age 55 and over. No grades, no exams—just exploring new subjects and exchanging opinions and ideas with contemporaries who consider learning an integral part of life. In this 300+ member peer-led program, members suggest the topics and coordinate the weekly two-hour classes. At each session, participants volunteer as leaders and, by asking thought-provoking questions, a lively discussion ensues. In addition to attending classes, members can dine together at the building’s on-site café, attend Lunch and Learn programs and participate in social events, trips and other activities.

Additional information about The Lifelong Learning Institute and the current schedule of classes can be found at www.nl.edu/lifelonglearning.

Library & Learning Support

Library & Learning Support (LLS) integrates quality print and digital resources and services to support teaching, research, and student learning. LLS assists students to develop essential literacy skills and provides support for academic, scholarly, community, and career development.

For more information on Library and Learning Support, visit http://www.nl.edu/academics/nlulibrary/.

Professional Assistant Center for Education (PACE)

Founded in 1986, P.A.C.E. at National Louis University is a two-year, post-secondary certificate program for young adults with learning, developmental and intellectual disabilities. P.A.C.E. is especially designed to meet the transitional needs of students with 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:

- Functional academics
- Employment preparation
- Independent living skills
- Socialization/community living

The instructional approach at P.A.C.E. integrates both group and individual teaching across all areas of the students’ lives. 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.

Functional Academics

P.A.C.E. students attend classes two days a week in an undergraduate university environment. Teaching and learning in a formal classroom are designed to present content and promote critical thinking skills in a structured environment. With guidance from P.A.C.E. instructors, students apply the concepts learned in the classroom to their personal situations, relationships, and routines outside of the classroom. P.A.C.E. classes serve as a space where students can discuss, role-play and reflect upon their life-experiences, and practice their skills in new concepts.

Employment Preparation

P.A.C.E. students complete three internships to accumulate over 700 hours of actual work experience. They prepare for employment in fields such as adult care, early childhood, food service, general office, supply and distribution, housekeeping, animal care, retail, health care and hospitality. Employment skill development includes classroom instruction, workshops/trainings, as well as on-the-job instruction designed to help P.A.C.E. students find employment interests and skills to succeed in the world of work. The program operates from a base of more than 50 veteran career partners and continually recruits new contacts.

Independent Living Skills Instruction

Through one on one and small group instruction students work towards the development and maintenance of core executive functioning skill sets. These skills include, money management, time management, organization and personal care, each one drives the focus of Independent Living Skills Instruction. For this instruction, P.A.C.E utilizes the 21st century housing as a classroom, which allows our students to directly apply these skills where they live. Through direct application and reinforcement by the P.A.C.E student life team, our students begin to integrate these skill sets into their personal repertoire.

Socialization
Successful adults are socially responsible. At P.A.C.E. we hold our students to high standards to be successful at work, in the community and in their relationships. Students apply these skills in real-life situations in all P.A.C.E. learning environments, interacting with peers in the dorm, with coworkers and with the P.A.C.E. team on a daily basis. Planned activities that encourage social interaction and community engagement are an important part of P.A.C.E. at NLU. Students receive direct and guided instruction in improving their social skills and P.A.C.E. provides a unique real world arena for our students to put theory into practice every day. In addition, students learn to navigate means of public transportation to travel throughout their community.

**Extended Programming**

**P.A.C.E. Bridge**

The P.A.C.E. Bridge is an optional one year program for students to gain more independent daily living skills while residing in an integrated 21st century student housing apartment facility. Students work up to four days per week and receive individualized job coaching with the ultimate goal of secured paid employment. Students participate in social planning with P.A.C.E. Year 1 and Year 2 students and they continue to develop Self-Determination and Interpersonal Skills with the support of P.A.C.E. team members.

**P.A.C.E. Transition**

Graduates of P.A.C.E. can also choose to practice the next steps of independent living through this advanced level of instruction. Students in the P.A.C.E. Transition Program receive instruction in apartment living, seeking and maintaining paid employment, weekly seminar classes, socializing and using community resources. Over the 2015-2016 the transition program is being redesigned as a two year optional program that supports the further development of individual student needs. P.A.C.E. Alumni can select from a menu of services to help continue support their individual needs in Independent Living Skills, Self-Determination and Interpersonal skills and Employment skills.
**Numbering System**

**100–299 Lower level undergraduate courses**
Course with these numbers are for undergraduate students (mainly freshman and sophomores). They carry no graduate credit, although graduate students may be admitted to such courses in order to make up prerequisites or to gain a foundation for advanced courses.

**300–399 Advanced undergraduate courses**
Courses with these numbers are for advanced undergraduate students (juniors and seniors). They constitute the advanced portion of an undergraduate program leading to a baccalaureate degree.

**400-499 Advanced undergraduate**
Courses with these numbers are for advanced undergraduate students. They constitute the advanced portion of an undergraduate program leading to a baccalaureate degree. A 400 level course may be taken for undergraduate credit or for graduate credit, upon approval for the student’s departmental advisor and the department offering the course.

**500–599 Master’s level courses**

**600–699 Doctoral level courses**

**Special Numbers**

**490/594/694 Independent Study**
Independent study provides 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 are required for registration.

**495/595/695 Special Topic**
Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript. There may be a limit on the number of special topic courses that can apply to a degree and each topic may be taken only once.

**499/593/693 Seminar**
Seminars include 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 or approaches. For NCE graduate students, 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.

**599 Thesis**
A thesis is a formal written document which investigates a theory or particular point of view and which is the result of disciplined inquiry.

**699 Dissertation**
Dissertations are required of all doctoral students. Students should consult their handbooks for detailed instructions.

**Course Prefix Key**

**ACL - Adult Continuing Literacy Education**

**ACL 100 - Language Arts Prep for the Basic Skills Test (2)**
This course is designed to review and apply content-area knowledge tested on the Language Arts, Reading Comprehension, and Writing components of the Basic Skills Test and to address test taking strategies. Emphasis is placed on developing and practicing reading comprehension strategies and practical, hands-on exercises; reviewing the writing process with emphasis on developing an argument essay; and grammar and usage review. Importance is placed on practical applications of reviewed concepts. The online component will foster communication among the students and with the instructor, to answer content-area and test-related questions between course sessions, and to build a community among the takers. This developmental course can only be used for elective credit. Total degree credit for developmental courses is limited to 5 quarter hours. Pre-requisite(s): None. Co-requisite(s): None. 2 quarter hours

Distribution: Developmental Course.

**ACL 105 - University Success Seminar (0 TO 2)**
The seminar provides strategies that help new students learn how to be successful students in a college environment, develop a sense of commitment to the NLU community, and gain a greater self-awareness of academic and professional goals. This
developmental course can only be used for elective credit. Total degree credit for developmental courses is limited to 5 quarter hours. Prerequisite(s): None. 0-2 Variable Quarter Hours

Distribution: Developmental Course.

**ACL 301 - Perspectives on Prior Learning (2)**

Principles and practices of prior learning and its assessment will be surveyed. Students' learning obtained through personal and professional experiences will be analyzed. Students will prepare a portfolio documenting this prior learning.

Prerequisite(s): Previous postsecondary education and admission to a degree program utilizing Credit by Portfolio. 2 Quarter Hours

**CAP - Curriculum-Advocacy-Policy**

**CAP 600 - Curriculum Theory: Historical, Philosophical, and Political Issues (3)**

This course examines the historical, philosophical, and political contexts that have been shaping curriculum theories and studies 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 struggle for control. The course draws upon the works 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? Pre-requisite(s): Admission to the NCE doctoral program or consent from instructor. Co-requisite(s): None. 3 semester hours

**CAP 601 - Cultures of Schools and Communities (3)**

This course examines educational communities as complex socio-cultural settings affected by political, sociological, cultural, religious, and historical contexts. Students examine art--its production, consumption, and representation as a cultural text. Students engage in socio-cultural experiences of self and of others through autobiographical reflection and analysis. Students integrate personal reflections and theoretical readings with fieldwork to analyze contextual dynamics that influence teaching and learning within the institutional settings of schools, families, and communities. This course requires approximately 15 hours of fieldwork. Pre-requisite(s): Admission to the NCE program Doctoral Studies in Teaching and Learning, or consent from instructor. Co-requisite(s): None. 3 semester hours

**CAP 602 - Curriculum Theory: Contemporary Issues and Practices (3)**

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. The course involves a 15-hour field inquiry 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. Pre-requisite(s): Admission to the NCE Doctoral Studies in Teaching and Learning program, or consent from instructor. Co-requisite(s): None. 3 semester hours

**CAP 603 - Curriculum Planning, Organization, and Evaluation (3)**

In this course, participants identify, analyze, and critique theoretical frameworks and practical applications of multiple perspectives on curriculum planning, organization, and evaluation. Aspects of official, enacted, overt, hidden, null, and out-of-school curricula are explored. All perspectives are considered through critical examination of contemporary curriculum concepts, practices, and proposals that are dominant at the time the course is offered. The course involves 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. Pre-requisite(s): Admission to the NCE Doctoral Studies in Teaching and Learning program or consent from instructor. Co-requisite(s): None. 3 semester hours

**CAP 605 - Professional Development and School Change (3)**

In this course students explore 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. Students examine different instructional and organizational implications of professional development within this context. Course readings and assignments provide students with the knowledge of various methods and strategies of professional development and the skills to apply this knowledge in designing a plan for teacher-led professional development intended to bring about
changes in instructional practice, and create effective learning communities in schools. Pre-requisite(s): Admission to the NCE doctoral program or consent from instructor. Co-requisite(s): None. 3 semester hours

CCD - Doctoral Core

CCD 605 - Scholarly Habits of Mind (1 TO 6)
The seminar provides students with an opportunity to engage in doctoral studies while developing scholarly habits of mind, honing in on the praxis of academic discourse, and becoming acquainted with organizations of their professional community. Through selected readings, discussions, writing activities, and speakers, the seminar provides students with an ongoing community as they engage in scholarly work. The course is designed to facilitate an emergent curriculum while also supporting students in setting goals for different phases of their doctoral work. Pre-requisite(s): Admission to the NCE doctoral program. Co-requisite(s): None. 1-6 semester hours

CCD 615 - Psychological Foundations of Teaching and Learning (3)
This course focuses on critical examination of the interrelations of theories, research, and practice related to cognition, motivation, and social and emotional learning in different instructional and learning contexts. Participants examine scholarly literature related to social and psychological processes of learning and investigate these in relation to teaching. The relation of out-of-school learning to learning in schools and the individual learner as an agent that has prior experiences, culture, purposes, and goals will be explored. The dynamic relationship between learner characteristics and the affordances and constraints of school as an institution will be examined. Pre-requisite(s): Admission to the NCE doctoral program or consent of instructor. Co-requisite(s): CCD 605 or consent of instructor. 3 semester hours

CCD 620 - Epistemology of Learning, Teaching and Inquiry (3)
In this course participants consider what constitutes knowledge related to learning, teaching, and inquiry. They explore how knowledge is conceptualized, defined, legitimizes (or not), codified, and enacted within broad educational contexts. Using exemplary texts that represent a multiplicity of epistemological stances and important contributions and debates within particular fields of study, participants engage in a process of examining whether/how social knowledge is constructed, warranted, represented, publicized, and often reified. Historical, contextual, normative, disruptive, and embodied aspects of knowledge will be explored through inquiry, representation, and discussion. A reflexive consideration of participant epistemological leanings and development is integrated throughout the course. Pre-requisite(s): Admission to the NCE doctoral program or the consent of the instructor. Co-requisite(s): CCD 605. 3 semester hours

CCD 625 - Critical Policy Analysis (3)
This course is designed to provide the participant with a basic understanding of policy, policy discourses, and critical policy analysis, particularly the analysis of policy ideology, politics, and policy consequences. Students will be given opportunities to analyze and critique policy from their chosen field (e.g., curriculum, special education, teacher education, literacy, leadership); critique policy making in action; develop a scholarly stance toward policy analysis; recognize the connections between justice, social action, policy, and practice; and formulate ideas and strategies for being policy change-agents in their chosen field of education. Pre-requisite(s): Admission to the NCE Doctoral Program or the consent of the instructor. Co-requisite(s): CCD 605. 3 semester hours

CCD 630 - Teacher Knowledge in Disciplines (3)
This course engages participants in a critical analysis of curricular and pedagogical knowledge requisite of teachers within the context of various disciplinary domains. The participants explore the nature of teaching and explicate meaning of effective pedagogical praxis. Participants critically explore the complexities of disciplinary knowledge as they are deeply implicated within a variety of educational contexts. The course emphasis is on designing educational curricula and experiences in ways that proactively address the diversity of learners, access, engagement, and motivation in learning. Pre-requisite(s): Admission to the NCE Doctoral or the consent of the instructor. Co-requisite(s): CCD 605. 3 semester hours

CCD 690 - Seminar: Special Topics in Education (1 TO 3)
A doctoral seminar dealing with current issues in education. Students can take the seminar for up to 6 sh. If taken more than one time, students must register for seminar on different topics. Prerequisite(s): Doctoral standing or consent of instructor. 1-3 Semester Hours

CCD 694 - Independent Study/Doctoral (1 TO 6)
An independent study in one’s area of interest. The independent study must be supervised by or done in collaboration with a faculty member and can be taken
for no more than a total of 6 semester hours. Prerequisite(s): Doctoral standing or consent of instructor. Consent of advisor and program director. 1-6 semester hours

**CCD 697A - Comprehensive/Qualifying Doctoral Exam Continuation: Curriculum and Social Inquiry (0)**

This course provides continuous registration as required until comprehensive/qualifying doctoral exam is passed and student is eligible to register for dissertation hours. Prerequisite(s): Doctoral Standing, consent of program director, and completion of all required program course hours. 0 semester hours

**CCD 697B - Comprehensive/Qualifying Doctoral Exam Continuation: Educational Leadership (0)**

This course provides continuous registration as required until comprehensive/qualifying doctoral exam is passed and student is eligible to register for dissertation hours. Prerequisite(s): Doctoral Standing, consent of program director, and completion of all required program course hours. 0 semester hours

**CCD 697C - Comprehensive/Qualifying Doctoral Exam Continuation: Reading and Language (0)**

This course provides continuous registration as required until comprehensive/qualifying doctoral exam is passed and student is eligible to register for dissertation hours. Prerequisite(s): Doctoral Standing, consent of program director, and completion of all required program course hours. 0 semester hours

**CCD 697D - Comprehensive/Qualifying Doctoral Exam Continuation: Educational Psychology (0)**

This course provides continuous registration as required until comprehensive/qualifying doctoral exam is passed and student is eligible to register for dissertation hours. Prerequisite(s): Doctoral Standing, consent of program director, and completion of all required program course hours. 0 semester hours

**CCD 697E - Comprehensive/Qualifying Doctoral Exam Continuation: Disability and Equity in Education (0)**

This course provides continuous registration as required until comprehensive/qualifying doctoral exam is passed and student is eligible to register for dissertation hours. Prerequisite(s): Doctoral Standing, consent of program director, and completion of all required program course hours. 0 semester hours

**CCD 699 - Dissertation (1 TO 4)**

An independent study course in which the student works on a research dissertation under the supervision of faculty members. Prerequisite: Doctoral standing and consent of instructor. 1-4 semester hours

**CCD 699A - Dissertation: Curriculum and Social Inquiry (1 TO 8)**

This course provides continuous registration until doctoral candidates complete and defend their dissertation. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in conducting research and writing up the dissertation. Prerequisite(s): Completion of all required program course hours, passed qualifying exam, defended dissertation proposal. Co-requisite(s): None. 8 semester hours

**CCD 699AX - Dissertation Continuation: Curriculum and Social Inquiry (0)**

Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCD 699A. 0 hours

**CCD 699B - Dissertation: Educational Leadership (1 TO 12)**

This course provides continuous registration until doctoral candidates complete and defend their dissertation. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in conducting research and writing up the dissertation. Prerequisite(s): Completion of all required program course hours, passed qualifying exam, defended dissertation proposal. Co-requisite(s): None. 12 semester hours

**CCD 699BX - Dissertation Continuation: Educational Leadership (0)**

Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCD 699B. 0 semester hours

**CCD 699C - Dissertation: Reading and Language (1 TO 8)**

This course provides continuous registration until doctoral candidates complete and defend their dissertation. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in conducting research and writing up the dissertation. Prerequisite(s): Completion of all required program course hours, passed qualifying exam, defended dissertation proposal. Co-requisite(s): None. 8 semester hours
CCD 699CX - Dissertation Continuation: Reading and Language (0)

Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCD 699C. 0 semester hours

CCD 699D - Dissertation: Educational Psychology (1 TO 8)

This course provides continuous registration until doctoral candidates complete and defend their dissertation. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in conducting research and writing up the dissertation. Prerequisite(s): Completion of all required program course hours, passed qualifying exam, defended dissertation proposal. Co-requisite(s): None. 8 semester hours

CCD 699DX - Dissertation Continuation: Educational Psychology (0)

Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCD 699D. 0 semester hours

CCD 699E - Dissertation: Disability and Equity in Education (1 TO 8)

This course provides continuous registration until doctoral candidates complete and defend their dissertation. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in conducting research and writing up the dissertation. Prerequisite(s): Completion of all required program passed qualifying exam, defended dissertation proposal. Co-requisite(s): None. 8 semester hours

CCD 699EX - Dissertation Continuation: Disability and Equity in Education (0)

Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCD699E. 0 semester hour

CCD 699F - Dissertation: School Psychology (1 TO 8)

This course provides continuous registration until doctoral candidates complete and defend their dissertation. Doctoral candidates work closely with their dissertation chair and periodically communicate with members of the dissertation committee who provide guidance in conducting research and writing up the dissertation. Pre-requisite(s): Completion of all required program course hours, passed qualifying exam, defended dissertation proposal. Co-requisite(s): None. 8 semester hours

CCD 699FX - Dissertation Continuation: School Psychology (0)

Continuous registration required until dissertation is complete. Prerequisite(s): Doctoral standing, consent of instructor, and prior registration for the required number of hours in CCD 699F. 0 semester hours

CIC - Curriculum and Instruction, Core

CIC 503 - Curriculum Design and Evaluation (3)

This course examines curriculum design, assessment, and evaluation as interrelated components. The curriculum design component focuses on how theory, history, values, context and politics impact curriculum and on making informed decisions about how the processes of design and evaluation support enduring understanding for all learners. The evaluation component requires students document the findings of their field study. Prerequisite(s): Exceptions required permission of CI Program completion of 3sh CIC 592 with the minimum grade of B, completion of 3sh CIC 504 with a minimum grade of B. Co-requisite(s): None. 3 semester hours

CIC 504 - Instructional Decision Making (3)

This course examines the critical role of the teacher in the instructional decision making process. Focus is placed on analyzing various teaching practices that serve diverse learner needs in relation to their underpinning assumptions, current research, and evidence of student learning. During this course candidates plan the implementation stage of a curricular segment that supports enduring understandings. Prerequisite(s) {exceptions require CI program permission: Admission to the CI T program; Completion of CIC 592 with a minimum grade of B. Co-requisite(s): None. 3 semester hours

CIC 529 - Curriculum and Instruction II: Analysis and Application (3)

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. Pre-requisite(s): Admission to the M.Ed IDS Program, field-based. Co-requisite(s): None. 3 semester hours
CIC 550 - Capstone Project (3)

This capstone course represents the culminating seminar of the MEd/EdS in Specialized Endorsements. Learning activities allow candidates to demonstrate the professional learning and career development that occur while candidates complete their personalized set of courses. The Capstone Project requires candidates to synthesize their learning by demonstrating how this was applied to their classrooms or schools to improve the quality of learning outcomes. The Career Development Portfolio requires candidates to document their career development action plans and professional growth. Collectively these two tasks provide evidence of the impact of the program on the candidates' school/classroom and career development. Prerequisite(s): Complete all courses required for the relevant endorsements. Co-requisite(s): None. 3 semester hours

CIC 583 - Workshop/Curriculum and Instruction/Contemporary Issues (1 TO 6)

1-4 semester hours

CIC 584 - Workshop/Curriculum and Instruction/Curriculum Materials (1 TO 6)

1-4 semester hours

CIC 585 - Workshop/Curriculum and Instruction/Instructional Practices (3)

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: CIL 500. 3 semester hours

CIC 587 - Workshop/Curriculum and Instruction/Instruction/Management and Discipline (1 TO 6)

1-4 semester hours

CIC 591 - Field Study/Curriculum and Instruction (1 TO 3)

This course provides teachers with an opportunity for an organized exploration of a relevant topic, issue or problem related to their current field of work (i.e., classrooms, schools and communities). Teachers are encouraged to work with colleagues in the field-based program and/or with teaching colleagues as they pursue their explorations. Prerequisite(s): CI students: Approval by academic advisor. IDS students: Admission to the Interdisciplinary Studies Program in Curriculum and Instruction and completion of Term I. 1-3 semester hours

CIC 592 - Seminar: Educational Inquiries (3)

This course provides both an introductory and culminating integrating experience for candidates in the Curriculum and Instruction program. Candidates analyze the interrelatedness of relevant educational issues and engage the skills of reflective practice to examine their professional goals, understandings, development, and advocacy initiatives. Focus during the introductory experience is on understanding the dimensions and tools of viewing one's professional practice through cognitive, critical, narrative lenses. Focus during the culminating integrating experience is on completing a formal self-study that illustrates understanding of one's professional practice, applying the cognitive, critical, narrative lenses to exhibit competencies, growth and targets for continued development. Prerequisite(s) {exceptions require permission of the CI program} Admission or application for admission to the CI program. Co-requisite(s): None. 3 semester hours

CIC 593 - Seminar: Educational Inquiries (2)

Provides a culminating and integrating experience for students studying curriculum and instruction. Students will be asked to explore, from the generalist point of view, the interrelatedness of curriculum and instruction, prekindergarten through secondary school. The seminar will also include critical analysis of learning acquired and the production of concrete evidence of accumulated learning. Prerequisite(s): Consent of department. Co-requisite(s): None. 2 semester hours

CIC 594 - Independent Study/Curriculum and Instruction (1 TO 3)

The purpose of this independent study in curriculum and instruction is to provide participants with the opportunity to investigate a topic, problem, or issue of specific relevance to their work with singular focus and depth. The topic(s) of choice may or may not be directly linked to classroom practice but should be of relevance to their individual goals and professional aspirations as a teacher. Prerequisite(s): None. 1-3 semester hours

CIC 595 - Selected Topics in Curriculum and Instruction (1 TO 9)

This course provides the student with the opportunity to explore current or specialized topics in the field of curriculum or instruction. 1-6 semester hours

CIG - Education of the Gifted

CIG 500 - Identification and Characteristics of Gifted and Talented (3)
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. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

CIG 582 - Workshop/Gifted Education/Administration Program Development (1 TO 6)
1-4 semester hours

CIG 585 - Workshop/Gifted Education/Instructional Practices (1 TO 6)
1-4 semester hours

CIG 591 - Field Study/Gifted Education (1 TO 3)
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

CIG 594 - Independent Study/Education of the Gifted (1 TO 5)
1-3 semester hours

CIG 595 - Special Topics in Gifted Education (1 TO 5)
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 - ESL and Bilingual Education
CIL 300 - Foundations of ESL and Bilingual Education (5)
The course provides an understanding of the historical, political, sociocultural and educational concepts and issues that affect linguistically and culturally diverse students in schools. The course considers local, state, and federal policies regarding entitlement and appropriate school services for English language learners. Theories of Second Language Acquisition (SLA) and bilingualism, sociocultural theories, and language and content standards for English language learners are analyzed for their pedagogical implications. Specific program models and ways to differentiate language and content area instruction for English language learners are examined. Prerequisite(s): None. 5 quarter hours

CIL 305 - Methods and Materials for Teaching English as a Second Language (5)
This course prepares candidates in methodology for teaching language and content to English Language Learners (ELLs). Candidates examine and apply conceptual and pedagogical tools for teaching English as a second language (ESL) based on theories of second language acquisition, pedagogy, and methodology. Candidates explore how to use these tools to create effective language and content instruction that is differentiated according to students’ language proficiency. Additionally, relevant national, state, and local language and content standards and assessments are discussed in relation to teaching ESL. The course also addresses appropriate selection, and evaluation of books, multimedia, and other materials, including technology. Prerequisite(s): Junior standing. Co-requisite(s): None. 5 quarter hours

CIL 306 - Methods and Materials for Teaching Bilingual Education (5)
This course prepares candidates to teach language and content in bilingual education programs. Candidates examine and apply bilingual pedagogical practices based on theories of first, second, and bilingual language acquisition, and biliteracy. Candidates explore these tools to create effective bilingual instruction that promotes high academic achievement, English language acquisition, development of students’ home languages, and
transfer of skills and content knowledge between languages. Additionally, relevant national, state, and local language and content standards are discussed in relation to teaching in bilingual programs. The course also addresses selection and evaluation of books, and other resources in English and additional languages. Prerequisite(s): Junior Level Standing. Co-requisite(s): None. 5 quarter hours

CIL 310 - Assessment of ESL and Bilingual Education Students (5)

This course focuses on the equitable assessment of English language learners (ELLs). Participants explore the ways assessment of ELLs is conceptualized within larger historical, social, cultural, and political contexts. Using theoretical models that account for the intersection of second language acquisition and academic achievement, participants engage in examining, adapting, or developing effective classroom assessments that measure English language proficiency and content area learning. Participants also review state and national language proficiency and content standards, and examine how they are measured in mandated assessments. Prerequisite(s): Junior Level Standing. Co-requisite(s): None. 5 quarter hours

CIL 312 - Reading in a New Language: Linguistic Considerations (5)

The course focuses upon the all-important multiyear process of learning to read in English as a new language. The importance of L1 and L2 oracy (oral production) and instructional conversation, the effect of L1 phonemes, morphemes, syntax, cognates, discourse patterns, and writing systems on L2 literacy, and the complex cross linguistic relationship between two languages are major topics. Principles, methods, and techniques for developing second language academic literacy are modeled and analyzed. The course shares research-based best practices in literacy instruction across P-12 settings, with special attention to academic language, content vocabulary, and writing. Prerequisite(s): Junior Level Standing. Co-requisite(s): None. 5 quarter hours

CIL 331 - Cross Cultural Education (5)

This course examines the impact of culture on learners within society and the educational system and the importance of understanding the power of culture in addressing the needs of English language learners. It explores the dynamic processes of acculturation and cultural conflict. Participants examine the influence of cultural assumptions on student performance and self-image in the American educational system. Candidates explore the range of behavior and learning styles of diverse students and the ways teacher beliefs and practices affect their lives and achievements. Participants design culturally relevant instruction to promote student well-being and academic success and foster collaborative classrooms. Prerequisite(s): Junior standing. Co-requisite(s): None. 5 quarter hours

CIL 500 - Foundations of ESL and Bilingual Education (3)

The course provides an understanding of the historical, political, sociocultural and educational concepts and issues that affect linguistically and culturally diverse students in schools. The course considers local, state, and federal policies regarding responsibilities and appropriate school and preschool services for English language learners. Cognitive and sociocultural theories of Second Language Acquisition (SLA), bilingualism and multilingualism are analyzed for their pedagogical implications. Specific program models are examined as well. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

CIL 501 - Introduction to Linguistics for TESOL (3)

This course introduces the following dimensions of linguistics: language and the brain, first and second language acquisition, major components of linguistics (e.g., phonology, morphology, syntax, semantics, and sociolinguistics), and cognition and learning. Emphasis is placed on the applicability of linguistics for ESL and bilingual education teachers and their students. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

CIL 504 - ESOL Instructional Methods and Materials (2)

This course will focus on the instructional practices that help children acquire a second language and master subject matter. Students will learn appropriate methodology, adapt and integrate Best Teaching Practices, and learn how to adapt units and lessons for LEP students in elementary and middle school. Socio-cultural theories are explored for their pedagogical relevance, and specific program models and materials are examined for their contributions to academic achievement. Prerequisite(s): None. 2 semester hours

CIL 505 - Methods and Materials for Teaching English as a Second Language (3)

This course prepares candidates in methodology for teaching language and content to English Language Learners. Candidates examine and apply conceptual and pedagogical tools for teaching English as a second language based on theories of second language acquisition, pedagogy, and methodology. Candidates explore how to use these tools to create effective language and content instruction that is
differentiated according to language proficiency. Additionally, relevant national, state, and local language and content standards and assessments are discussed in relation to teaching ESL. Appropriate selection, and evaluation of books multimedia, and technology is also discussed. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

CIL 506 - Methods and Materials for Teaching Bilingual Education (3)

This course prepares candidates to teach language and content in bilingual programs. Candidates examine and apply pedagogical practices based on theories of first, second, and bilingual language acquisition, and biliteracy. Candidates create effective bilingual instruction promoting high academic achievement, English language acquisition, development of students’ home languages, and transfer of skills and content knowledge between languages. Relevant national, state, and local language and content standards are discussed. Selection and evaluation of resources in English and additional languages are addressed. Development of units, lessons, activities, assessments in two languages may be required. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

CIL 510 - Assessment of ESL and Bilingual Education Students (3)

This course focuses on the equitable assessment of English language learners (ELLs). Participants explore the ways assessment of ELLs is conceptualized within larger historical, social, cultural, and political contexts. Using theoretical models that account for the intersection of second language acquisition and academic achievement, participants engage in examining, adapting, or developing effective classroom assessments that measure English language proficiency and content area learning. Participants also review state and national language proficiency and content standards, and examine how they are measured in mandated assessments. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

CIL 511 - Family Literacy for Linguistically and Culturally Diverse Learners (3)

Learners will explore the field of family literacy with English language learners, including its theoretical bases, program models, and best practices. Topics include: exploring sociocultural underpinnings of family literacy; identifying funds of knowledge in families and ways to acknowledge and value that knowledge in school; building the home-school connection; supporting adult basic literacy and English language learning; creating literacy learning opportunities in the home; and utilizing community resources. Ways to support parental participation in children’s literacy development will be demonstrated. Course is appropriate for those working with English language learners. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

CIL 512 - Reading in a New Language: Linguistic Considerations (3)

The course focuses upon the multyear process of developing literacy in English as a new language, critical to academic success for English language learners. The importance of first and second language listening and speaking (oracy), the effect of first language phonemes, morphemes, syntax, cognates, discourse, and writing systems on second language literacy, and complex cross-linguistic relationships are major topics. Principles, methods and techniques for developing second language literacy are analyzed. Research-based best practices in ELL literacy instruction across P-12 settings are examined, with special attention to academic language, content vocabulary, and writing. Assigned course requirements include completion of 20 clinical/observation hours. Prerequisite(s): None. Fulfills the linguistics requirement or the elective requirement for the State of Illinois ESL Approval, Bilingual Approval, or ESL/Bilingual Approvals. Co-requisite(s): None. 3 semester hours

CIL 523 - TESOL Curriculum Development and Program Models (3)

This course prepares teachers in conceptualizing, designing and applying curriculum for English Language Learners (ELLs). Participants will explore a variety of curriculum resources and materials, including children’s and adolescent literature, different TESOL (Teaching English for Speakers of Other Languages) program models, professional texts, strategies, new technologies and other resources that support English language acquisition. Students are guided in creating and teaching units and lessons that apply a variety of curriculum theories and ESOL (English for Speakers of Other Languages) materials and programs. They will develop the skills to make informed assessments regarding the quality and effectiveness of such resources and programs. Prerequisite(s): None. 3 semester hours

CIL 531 - Cross Cultural Education (3)
This course examines the impact of culture on learners within society and the educational system and the importance of understanding the power of culture in addressing the needs of English language learners. It explores the processes of acculturation and cultural conflict. Participants examine the influence of cultural assumptions on student performance and self-image in the American educational system. Participants explore the behavior and learning styles of diverse students and the ways teacher beliefs and practices affect their lives and achievements. Participants design culturally relevant instruction to promote student academic success. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

CIL 532 - Technology Instruction for Linguistically and Culturally Diverse Students (3)

The use of computers, educational technology, and interactive media in settings with linguistically and culturally diverse students is discussed in relation to current research. The selection and use of software and interactive media to develop effective lessons in language and content area instruction is presented. Demonstrations of a variety of technological applications and the methods by which they can be used are incorporated into this course in order to provide teachers with tools to effectively integrate technology into instructional settings containing English language learners. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

CIL 583 - Workshop/Bilingual and Multicultural Education/Contemporary Issues (1 TO 6)
1-4 semester hour

CIL 584 - Workshop/Bilingual and Multicultural Education/Curriculum Materials (1 TO 6)
1-4 semester hours

CIL 585 - Workshop/Bilingual and Multicultural Education/Instructional Practices (1 TO 6)
1-4 semester hours

CIL 594 - Independent Study/Bilingual and Multicultural Education (1 TO 6)

Provides an opportunity for students to pursue advanced scholarly study or investigate a practical school problem related to bilingual and multicultural education. 1-4 semester hours

CIL 595 - Topics in Bilingualism and Education (1 TO 5)
1-3 semester hours

CIS - Social Studies Education

CIS 480A - Methods of Teaching Social Studies (3)

This course focuses on methods of teaching social studies to undergraduate candidates in the Elementary Education program. Candidates will learn to develop effective social studies instruction in and for a pluralistic democracy. The course stresses primary source-centered, inquiry-based learning, unit planning and lesson planning. It also introduces candidates to varied studies methods, use of primary sources, especially from the Library of Congress, is emphasized. Through the NCE Adaptive Cycles of teaching (ACT), an experiential based curriculum designed to help teacher candidates plan, implement, reflect and analyze a core teaching practice. Candidates will plan and implement social studies lessons using primary sources. Pre-requisite(s): Admission to the National College of Education. A grade of C or better in RLL 478, ELE 410, ELE 415 and MHE 480A. Co-requisite(s): ELE 420, ELE 425, RLL 479, SCE 480 A. 3 quarter hours

CIS 480B - Methods of Teaching Social Studies (2)

This course focuses on teaching methods for social studies in the elementary education MAT programs. Candidates will learn to develop effective social studies instruction in and for pluralistic democracy. The course stresses primary source-centered, inquiry-based learning; unit planning; and lesson planning. Use of primary sources, especially from the Library of Congress, is emphasized. Pre-requisite(s): Admission to the Elementary Education M.A.T. program. Co-requisite(s): None. 2 semester hours

CIS 502 - Trends in Teaching Social Studies (3)

This seminar explores current issues and trends in social studies education within the contexts of education generally and American society. Students will examine the development of social studies historically with special emphasis on the last several decades. Prerequisite(s): None. 3 semester hours

CIS 506 - Geographic Perspectives: Human-Environmental Interaction (3)

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
CIS 507 - Studying the World (3)
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. Prerequisite(s): None. 3 semester hours

CIS 508 - Democracy and Diversity in the United States (3)
This course provides students with an opportunity to develop a research project on a topic related to democracy and diversity. The interplay between these two concepts has been a major dynamic in the development of the United States and a primary theme of the study and teaching of American history and culture. Learning content, conducting professional social science research, and applying findings to curriculum and instruction will be stressed. 3 semester hours Prerequisite(s): None 3 semester hours

CIS 509 - Technology and Innovation in United States and World Civilizations (3)
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. Pre-requisite(s): None 3 semester hours

CIS 515 - Teaching United State History and Culture (3)
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(s): Six semester hours of U S History courses. 3 semester hours

CIS 516 - Teaching the Local Community (2)
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. Prerequisite(s): None. 2 semester hours

CIS 583 - Workshop/Social Science Education/Contemporary Issues (1 TO 6)
1-4 semester hours

CIS 585 - Workshop/Social Science Education/Instructional Practices (1 TO 6)
1-4 semester hours

CIS 587 - Workshop/Social Science Education/Cultural Studies (1 TO 6)
1-4 semester hours

CIS 594 - Independent Study/Social Science Education (1 TO 5)
Issues, perspectives, and practices in different cultural, geographic, and socioeconomic learning environments are identified and compared. 1-3 semester hours

CIS 595 - Selected Topics in Social Science Education (1 TO 6)
Provides the student with the opportunity to explore current or specialized topics in the field of social science education. 1-4 semester hours

CIT - Teaching for Conceptual Integration
CIT 501 - Teaching for Conceptual Integration in Reading/Language Arts and Mathematics (3)
The course focuses on how student learning can be enhanced when a teacher blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of reading/language arts and mathematics. Assertions that cross these school subjects include: - Sign Systems (language and mathematics) are used to represent ideas and to communicate to others. - Thought and sign systems are related and have levels of abstraction. - Language and figures of speech are used to facilitate the understanding of mathematical concepts. - Sign systems cross cultures - Sign systems facilitate problem solving. Prerequisites: Admission to
The course focuses on how student learning can be enhanced when a teacher blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of reading/language arts and science. Assertions that cross these school subjects include: - Evidence is used to find, generate, and support understanding. - Strategic reading and reflective science are metacognitive processes. - Communication requires consideration of audience. - Conceptual understanding requires both creative and divergent thinking. - Understanding results from analysis of both the perspective and the evidence. - Conceptual understanding results from consideration of misconceptions, discrepant events, and existing knowledge. - Language and sign systems (of science) facilitate the understanding of scientific experts. Prerequisites: Admission to the program; CIT 501, CIT 502, and EPS 541. 3 Semester Hours.

CIT 506 - Teaching for Conceptual Integration in Mathematics and Social Studies (3)

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 mathematically. - Investigating cross-cultural and historical development of mathematical ideas can build understanding of concepts. Prerequisites: Admission to the program; CIT 501, CIT 502, and EPS 541. 3 semester hours.

COM - Communications

COM 104 - Connected World (5)

Students will evaluate the impact of mass communication in a global society from a social and cultural aspect. Throughout the course, students will utilize communication technologies and understand personal and professional virtual spaces as places to develop, foster, maintain connections and engage with others. The interrelationship between various forms of communications including digital, interpersonal, professional, verbal, and visual will be explored and discussed. Students will analyze the legal aspects of ethical communication, evaluate the history, interpret theory, critique media and apply communication technologies to practice. This curriculum develops students’ communication competencies and builds essential skills for virtual
and face-to-face interactions. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor Co-requisite(s): None 5 QH

COM 105 - Writing in a Digital Age (5)

Students will build foundational skills as writers in a global, digital society. The curriculum is grounded in practical experience and the everyday communication necessary for entry-level positions in Public Relations, Project Management and Journalism. Students will learn to effectively write letters, emails, proposals, news releases, Powerpoints, and standard communications that occur in almost every career field. Students will gather and analyze information in current media and examine legal and ethical issues in writing. At the end of this class students will know how to frame, create and deliver innovative content across multiple media formats. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor, and COM 104. Co-requisite(s): None 5 QH

COM 106 - The Influence of Culture on Communication (5)

This course provides a framework from which students can discover how culture, cultural identity and societal patterns are related to communications practices. Students will learn the role of cultural patterns and coding in interpersonal relationships. Students will develop the critical tools to consider the process, role and application of communication in a contemporary, intercultural society. Students will evaluate various forms of diversity in relation to mass communications and analyze strategies for workplace communication. Students will explore, understand and effectively apply various messages of media criticism through reading, watching, writing and debating a wide range of intercultural communication. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor and COM 104 and COM 105 or permission of academic advisor Co-requisite(s): None 5 QH

COM 204 - Multigenerational Workforce Communication (5)

Students will work in small groups and teams that span across multiple generations. Students will examine potential issues that generational differences, diversity, and relational trust may play in the workplace. Students will learn effective time and project management skills while practicing multigenerational team-building activities. Today’s workforce arguably includes the four following (soon-to-be five) different generations: Veterans (born before 1946), Baby Boomers (1946-1964), Generation X (1965-1979), and Millennials (1980-2000). Course curriculum will evaluate the mode and the message in various communications strategies. Theory of group communications will be examined and applied while creating effective teams inside and outside of the classroom. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor and COM 104 and COM 105 or permission of academic advisor. Co-requisite(s): None 5 QH

COM 205 - Social Media Networking (5)

This course will examine social media with a focus on how digital media technology plays a significant role on the construction of social identities, interpersonal, organizational relationships and societal trending. Students will explore the shared ideological principles between social media platforms and usage. Students will examine the commercial and professional use of social media technology and how it enables the formation of digital communities. Students will engage in active debates on ethical problems posed by emerging social media technologies. The course will require students to communicate through social media and to construct a digital presence that positions them for success. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor and COM 104 COM 105 or permission of academic advisor. Co-requisite(s): None 5 QH

COM 206 - Professional Communication: Writing, Speaking and Creating for Success (5)

This course is designed to enhance students' professional and interpersonal communication skills by exploring how to influence others using a variety of rhetorical strategies. Students will develop skills to transform messages into effective oral, written, digital and relevant visual communication. Strategies for conflict resolution will be practiced throughout the course. Students will produce effective presentations using principles of communication and utilizing technology during group and individual projects. Students assess digital literacy and create presentations using appropriate web-based tools. Students will construct the skills needed to succeed at delivering visual, digital, written and oral presentations in the workplace. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor and COM 104 and COM 105 or permission of advisor. Co-requisite(s): None 5 QH

COM 207 - Contemporary Media Communications (5)

This course is an introduction to media and communications themes over the past century. Students will examine the influence that media have on attitudes, trends, and society's perception of various forms of diversity. Students will research how
forms of media impact ethics, patterns in business, social, and political communication across different communities. Students will examine living in the age of media and how the communications landscape has changed society and how individual communication styles evolve. Students will apply this knowledge and examine their own personal communications style through multiple media forms to identify possibilities for personal and professional growth. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor and COM 104 and COM 105 or permission of academic advisor. Co-requisite(s): None 5 QH

COM 304 - The Art of Persuasion (5)

Students will be introduced to the pervasiveness of persuasion in its various formats through history, such as advertising campaigns, political campaigns, professional and personal communications. Students will examine the ethical considerations of persuasion in various delivery methods. Students will debate the effects of persuasion in a diversity of contexts and explore whether the persuasion is straightforward, subliminal or covert. Students will discuss and debate how individuals and communities process persuasive messages and inventory current technologies that convey these messages. Participants will develop an appreciation of differences unlocking many avenues for expansion of brands and messages through various communication methods. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor and COM 104 and COM 105 or permission of academic advisor. Co-requisite(s): None. 5 quarter hours

COM 305 - Speak Up (5)

This course prepares students to overcome the number one fear in America--public speaking. Students will learn about verbal and non-verbal messages, cultural conventions and vocabulary, and ethical guidelines for delivering messages. Students will evaluate the effectiveness of speaking strategies by presenting speeches and evaluating their peers. Students will compose practice-based recordings to develop cadence, confidence building and organizational skills for speech creation and delivery. The curriculum will introduce students to the various types of speeches and aims to reduce the anxiety of students when speaking publically by providing various techniques, delivery aides and hands-on practice. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor and COM 104 and COM 105 or permission of academic advisor. Co-requisite(s): None 5 QH

COM 306 - Organizational Communication and Conflict Management (5)

Students will learn various communication processes in organizational structures that drive cooperation, success and failure of modern business. Students will explore the aspects of effective communications within organizations and analyze the interpersonal and cultural elements that give rise to potential conflict. Students will learn about the positive effects of conflict and how to manage the counterproductive aspects. Students will analyze organizational communication theory and appraise the ethical consideration necessary for success. Students will evaluate the increasing pervasiveness of technology and its role in shaping communications in the global marketplace. Students will identify the elements of a supportive organizational communications climate. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor and COM 104 and COM 105 or permission of academic advisor. Co-requisite(s): None 5 QH

COM 404 - Legal and Ethical Communications (5)

This course explores the ethics, laws and issues that affect the media and various communications professions. Students will discuss many repetitive elements of ethical conduct in organizations and learn about laws and violations in a multimedia world along with court decisions and sources of laws. Students will examine the First Amendment and Freedom of Speech, intellectual property rights, copyright and ethical obligations. Students will examine Supreme Court decisions and copyright law for communications and explain theoretical issues that pertain to PR and social media in a global environment. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor and COM 104 and COM 105 or permission of academic advisor. Co-requisite(s): None 5 QH

COM 405 - Innovation from the Inside (5)

This course will encourage students to develop their potential to improve, enhance and transform their own public identities, businesses, communities and personal lives. Students will learn to be adaptive, innovative, problem-solvers and how to utilize creative skills for any career in communications. Students will be exposed to various building blocks of innovation, pattern breaking, teaming, risk-taking, cooperative communications and paradigm shifts. This curriculum will build skills that help students learn to adjust to meet the changing needs of the industry. Students will work in teams to solve a real-world problem through innovation and change management. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor and COM 104 and COM 105 or
COM 406 - Public Relations for the 21st Century (5)
Students in this course will learn the functions of public relations (PR) in a globally networked society and define theoretical frameworks. Students will develop common skills for PR professionals including employee communication and ethical conduct in an organization. Students will evaluate how technology and social media impact how to build and sustain relationships within and beyond an organization. Students will research the current issues of risk assessment and crisis management. Students will construct a strategic roadmap for success by understanding common trends and work collaboratively to devise and critique a custom PR campaign that would be successful in today’s society. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor and COM 104 and COM 105 or permission of academic advisor. Co-requisite(s): None 5 QH

COM 407 - Modern Advertising (5)
Students will examine the lasting effects of advertising as a social and cultural force that defines consumerism in America. Students will research integrated marketing strategies and advertising theories and apply them to various product campaigns. Students will examine the different mediums for advertising and various campaigns from recent years. Market research strategies will be introduced and students will conduct basic market research and apply statistical analysis for recommendations. Students will experiment with creating a branding message and delivering it to a targeted audience while considering integrations across platforms. Students will discuss the ethical and legal aspects that apply to advertising. Pre-requisite(s): LAE 101 and LAE 102 with a grade of "C" or better or equivalent as determined by advisor and COM 104 and COM 105 or permission of academic advisor. Co-requisite(s): None 5 QH

COM 485A - WS/Sell Me (1)
This 6-hour, in-person workshop will identify the different components that go into developing an advertising campaign proposal for a real, modern-day client. The elements of an actual advertising pitch will be discussed and explained including defining target audience, advertising strategies, traditional and social media usage and message development. Elements of successful public speaking and persuasion skills will be utilized as students work in teams to construct competing campaigns that will be prepared, presented and then debated and evaluated. A pre-assignment and post-assignment will be included. Pre-requisite(s): None Co-requisite(s): None 1 QH

COM 485B - WS/You Want it When (1)
This 6-hour, in-person workshop allows students to sample a range of hands-on, exciting communications activities that are modeled from current Public Relations (PR) scenarios. Students will work in tight deadlines to produce press releases and other artifacts that will be critiqued onsite. Through case studies and real-time practitioner samples, students examine contemporary successful public relations programs and campaigns to discover how practitioners function and utilize ethical behaviors within a variety of organizations. In addition, PR in a variety of functions will be explored including community relations, political campaigns, crisis-management and media relations. A pre-assignment and post-assignment will be included. Pre-requisite(s): None Co-requisite(s): None 1 QH

COM 485C - WS/Go Beyond (1)
This 6-hour, in-person workshop allows students to sample a range of hands-on communications activities. Exploration of current innovative models and methods that have proven successful in the communications industry will supply students with new skills to take into their professional lives. For example, students will utilize improvisation techniques to encourage workplace innovation and creativity as a team, as a leader and as an individual. Students build skills and confidence to lead an innovative process within an organizational context. Students will leave with a range of techniques and strategies to drive them to innovation. A pre-assignment and post-assignment will be included. Pre-requisite(s): None. Co-requisite(s): None 1 QH

COM 485D - WS/Effective Delivery (1)
This 6-hour, in-person workshop allows students to sample a range of hands-on communication activities to enhance knowledge, expertise and application. Students will quickly improve their basic writing, debate and speaking skills by competing against peers in a healthy mock debate. Students will collect and organize ideas, evaluate evidence, speak convincingly and identify logical connections that make an argument convincing. This course will guide students to approach issues from various points of view and to present with a coherent flow of information. Activities are designed to help students improve confidence when delivering a presentation. A pre-assignment and post-assignment will be included. Pre-requisite(s): None. Co-requisite(s): None. 1 QH

COM 496 - Senior Portfolio Capstone (1)
The course is designed to prepare students to make the transition from theory to practice, helping students to prepare portfolios and "look books" that can be used when interviewing and showcase all of the program accomplishments and skills mastered through tangible examples. Students will have to gather and analyze data from their course deliverables, document sources, present work accomplished and accolades earned in a single digital resource that will serve as an invaluable tool to advance any career. This is the culminating course of the B.A. Applied Communications program.


CSJ - Criminal & Social Justice

CSJ 106 - Law Enforcement (5)
Formerly LAS 106. This course is an examination of contemporary American law enforcement. Policing and investigative agencies and their structures, functions and purposes are examined and evaluated. Topics include history, criminological role in society, trends in crime and enforcement, professionalism, organizational sub-cultures, ethics, corruption and civil liability. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

CSJ 107 - Criminal Justice System (5)
Formerly LAS 107. This course provides a broad overview of the criminal justice system, including legal rights and responsibilities, law enforcement, courts, and correctional institutions. Problems of these institutions and possible remedies will be examined and discussed. Particular attention will be paid to the Illinois criminal justice system. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

CSJ 205 - Criminology (5)
Formerly LAS 205. This course is a study of the theoretical reasons for criminal behavior and victimization. Current issues, policies, and research regarding victimization, punishment, treatment and rehabilitation will be examined and discussed. Prerequisite(s): None. Co-requisite(s): None. 5 semester hours

CSJ 206 - Criminal Law and Procedure (5)
Formerly LAS 206. This course is designed to examine the purpose, structure and functions of criminal law in Illinois and the U.S. Topics include the elements necessary to establish a crime and criminal intent. The sources of criminal law, attempts and conspiracy, defenses to crime, laws of arrest, search and seizure, and civil law will be highlighted. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

CSJ 207 - Punishment, Prisons and Corrections (5)
Formerly LAS 207. History, purpose, and knowledge of incarceration including local jails and large prisons will be examined and discussed. The procedures used, including reception, classification, orientation, rules, release procedures, and other considerations of institutional management will be considered. In addition, incarceration alternatives, including vocational and rehabilitational services, halfway houses, parole, drug and alcohol detoxification, welfare agencies, employment and legal aid services will be examined. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

CSJ 208 - Courts and Criminal Justice (5)
Formerly LAS 208. This course is a general overview of the American court system and its relationship to criminal justice. Processes, procedures, alternatives to trial, issues involving the courts and the professionals involved are given consideration. Topics related to courts and criminal justice include, but are not limited to, trials, juries, sentencing, appeals, differential treatment, and wrongful convictions. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

CSJ 209 - Constitutional Law and Criminal Justice (5)
Formerly LAS 209. This course is an introduction to the United States Constitution with an emphasis on criminal justice. Topics include, but are not limited to, failure of the Articles of Confederation, Federalism, limits on state and federal power, separation of powers to limit authority, structure, the rights of government, and the rights of citizens. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

CSJ 210 - Community Policing (5)
Formerly LAS 210. This course addresses the challenge of maintaining a meaningful relationship between society and the police while living in an environment of rapid change. Consideration is given to topics related to community policing that include, but are not limited to, police community relations, public relations, community policing theories, communications, the changing police role in society, police discretion, conflict management, and policing special populations. Prerequisite(s): CSJ 106 or permission of the Director. Co-requisite(s): None. 5 quarter hours

CSJ 211 - Police Organization (5)
Formerly LAS 211. This course is a study of the police organization and its complexity. Consideration is given to topics related to the organization that include, but are not limited to, how the police organization functions in relation to the social networks that help to define it, structural complexity, structural control, administrative control structures, the degree to which rules and policies are formalized, and centralization of decision making. Contextual factors such as leadership, politics, geographical location, age of the organization and its environment and how this influences the complexity of the organization are also addressed. Prerequisite(s): CSJ 106 or permission of the Director. Co-requisite(s): None. 5 quarter hours

CSJ 215 - Juvenile Justice Systems (5)

The juvenile justice system in the United States is examined from a perspective that involves both history of the system and the philosophical approach of society today. Major topics include arrest, interaction with police, detention before and after trial, court procedures, and corrections. Post correction or alternative opportunities such as training schools and camps, community-based networks, parole, release and recidivism will also be examined. Prerequisite(s): LAS 106 or permission of director 5 QH

CSJ 235 - Introduction to Forensic Science (5)

Formerly LAN 235. This course explores biological and chemical concepts in forensic science and reviews their application in questions of evidence and law. Evidence procedures and forensic technology are addressed. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours


CSJ 352 - Research Methods in Criminal Justice (5)

Formerly LAS 352. This course is a general introduction to research methods in criminal justice. Consideration is given to topics related to research methods that include, but are not limited to, qualitative and quantitative research, the application of research, ethics in research, research design, data gathering strategies, data analysis, and policy analysis as it relates to criminal justice. Pre-requisite(s): Admission to the Criminal Justice Program. Co-requisite(s): None. 5 quarter hours

CSJ 353 - Criminal Investigations (5)

Formerly LAS 353. This course is a general overview of the procedures, techniques, skills, and limitations of criminal investigations. Consideration is given to topics related to criminal investigation that include, but not limited to, crime scene preservation, lawful searches, criminal law affecting investigations, violent crimes, property crimes, and death investigations. Prerequisite(s): CSJ 106, CSJ 107 or permission of the Director. Co-requisite(s): None. 5 quarter hours

CSJ 354 - Sociology of Deviant Behavior for Criminal Justice Professionals (5)

Formerly LAS 354. This course addresses the intersection of the criminal justice practitioner’s duties, responsibilities, and knowledge with codified social norms and the behaviors that deviate from them. Contextual factors that affect the practitioner’s decisions and actions include cultural norms, theories of the causes of deviant behavior, theories of personality development, and social control mechanisms. Also examined is the impact of deviant behavior on society, social control devices, the social contract, and racial and gender differences in respect to acceptable behaviors. Prerequisite(s): CSJ 106 or permission of the Director Co-requisite(s): None. 5 quarter hours

CSJ 355 - Ethics, Diversity, and Professionalism in Criminal Justice (5)

Formerly LAS 355. This course is an examination of the of the criminal justice system from an ethical and professional perspective. It will explore ethical challenges of a civil society, the tensions found in the criminal justice system and the burden of discretion carried by its members. Topics include, but not limited to, meaning and value of ethics, ethical issues in criminal justice, discrimination in the criminal justice system, and the quest for professionalism. Prerequisite(s): CSJ 107 or permission of the Director. Co-requisite(s): None. 5 quarter hours

CSJ 356 - Criminal Justice Administration (5)

Formerly LAS 356. This course is an overview of the administration of criminal justice organizations. Consideration is given to topics related to criminal justice administration that include, criminal justice administration that include, structures and functions, internal and external politics, ethics, human resource development, training, management and leadership. Also included are topics of organizational subcultures, diversity in the work place, unions, and problematic organizational issues. Prerequisite(s): CSJ 106 or permission of the Director. Co-requisite(s): None. 5 quarter hours

CSJ 357 - Probation and Parole (5)

Formerly LAS 357. This course addresses the theory and practice of probation and parole in the criminal justice system. Consideration is given to topics related to probation and parole that include, but are not limited to, the origins of probation and parole, parole selection process, parole boards, violations and revocation of parole, parole supervision, diversions from incarceration, administration of probation
services, effect of probation on offenders, the courts and corrections, and electronic monitoring. Prerequisite(s): CSJ 206, CSJ 208, CSJ 209 or permission of the Director. Co-requisite(s): None. 5 quarter hours

CSJ 465 - Human Resources Development in Criminal Justice (5)

Formerly LAS 465. This course is an overview of the theory and practice of human resource development directed specifically toward criminal justice organizations and their employees. Consideration is given to topics related to personal development that include, but are not limited to, the building blocks of human resource development, illustrations of the relationships among all the components that constitute the field of human resource development, the various roles and practices of human resource development, organizational learning, organizational development, instructional design, program planning and evaluation, internal consulting, and identifying ways to improve development practice within the organization. Prerequisite(s): CSJ 211 or permission of the Director. Co-requisite(s): None. 5 quarter hours

CSJ 466 - Comparative Criminal Justice Systems (5)

Formerly LAS 466. This course compares international criminal justice systems. Consideration is given to topics related to comparisons that include, but are not limited to, an international perspective on criminal justice, comparative criminology, transnational crime, four primary legal traditions found internationally, and the international perspective of courts, corrections, juvenile justice and policing. Prerequisite(s): CSJ 206, CSJ 208, CSJ 209 or permission of the Director. Co-requisite(s): None. 5 quarter hours

DEE - Disability and Equity in Education

DEE 603 - Activism and Inclusion in Democratic Education (3)

This course explores principles and practices of activism across a variety of contexts. The primary focus is on personal, social, institutional and legislative changes necessary to promote inclusive democratic education. The roles and procedures of advocacy, consciousness raising, activism, service learning, emancipatory research, and critical pedagogy are addressed. Psychological, social, and educational processes involved in constructing and maintaining marginal “others” are analyzed and deconstructed in order to imagine and conceptualize futures that are not tied to the dictates of the past. Insights gained and strategies used in prominent social movements, including the disability rights movement, will be investigated. Prerequisite(s): Admission to a doctoral program in NCE, post-masters status, or consent of instructor. 3 semester hours

DEE 604 - Politics of Assessment (3)

This course critically explores implications, meanings, and uses of educational and psychological assessment in the social construction of disability and the maintenance of social hierarchies. Historical, philosophical, and scientific foundations of assessment will be explored and interrogated. Historical and contemporary theories and practices of assessment will be considered from positions of race, ethnicity, gender, social class and disability. Social, educational, and political uses of assessment will be evaluated from critical sociological, educational and psychological perspectives. Assessment and accountability practices embedded in federal education laws will be scrutinized for their impact on particular social groups and institutional cultures. Prerequisite(s): Admission to a doctoral program in NCE, post-masters status, or consent of instructor. 3 semester hours

DEE 605 - History of Disability in Education (3)

Educational knowledge is often viewed as evolutionary and progressive, leading to incremental improvement of services for individuals with disabilities. This course critically examines the foundational grand narratives of progress and emancipation evident in a traditional or modernist conception of disability in education. Course participants will draw from critical perspectives to explore the assumptions, conceptions and discontinuities evident in the history of disability as represented in primary and secondary sources and contemporary historical accounts. Prerequisite(s): Admission to a doctoral program in NCE, post-masters status, or consent of instructor. 3 semester hours

DEE 690 - Seminar: Special Topics in Disability and Equity in Education (3)

A doctoral seminar dealing with issues in education as they relate to disability and equity. Prerequisite(s): Admission to a doctoral program in NCE, post-masters status, or consent of instructor. 3 semester hours (May be repeated 3 times up to 12 hours.)

DEE 693 - Disability Studies in Education Seminar (3)

This seminar introduces the student to the interdisciplinary field of disability studies in education, including its tenets and its approaches to theory, research, and practice. Basic concepts in the field are examined, particularly comparisons between
the medical and social models of disability and the implications of both. Contemporary regional and global issues, problems, and debates are explored as relate to K-12 and postsecondary inclusive education. Prerequisite(s): Admission to a doctoral program in NCE, post-masters status, or consent of instructor. 3 semester hours

**ECE - Early Childhood Education**

**ECE 202 - Developmental Theory and Practice (5)**

Students will examine theories of child development, perspectives of the developing child, and current practices in the early childhood education field. Issues of health, nutrition, outdoor play, group management techniques, and planning for the individual child will be researched using the Internet. Current multicultural perspectives and research for children birth to 8 will be investigated with fieldwork included. Prerequisite(s): A developmental psychology course. 5 quarter hours

**ECE 205 - Observation and Assessment: Infants, Toddlers, and Two Year Olds (4)**

This course will introduce candidates to the Early Childhood profession. Candidates will observe in a variety of developmentally appropriate infant, toddler and two-year-old programs. Various techniques and strategies for observation and assessment of infants, toddlers and two year olds will be used. Candidates will learn to evaluate programs and practices related to the education of infants, toddlers and two year olds. Candidates will also be introduced to using assessment tools for program evaluation purposes. 25 preclinical hours are required in this course. Prerequisite(s): LAP 100 Current TB test and background check required. Co-requisite(s): None. 4 quarter hours

**ECE 206 - Child Study II: Preprimary (2)**

This course is one in a series of three designed to introduce students to the Early Childhood profession. Students will observe in a variety of developmentally appropriate programs for children between the ages of three and five. Personal and professional reflection and growth are facilitated through journal entries, seminars, and written assignments. 35 preclinical hours are required. Prerequisite(s): none Two quarter hours

**ECE 210 - History and Philosophy of Education (3)**

(replaces ECE 315) This course will focus on the history of ideas, individuals and events that have influenced the curriculum, organization, policies and philosophies of education in the United States. A special topic option allows students to pursue topics related to their area of interest within the education spectrum. Prerequisite(s): None. Co-requisite(s): None. 3 quarter hours

**ECE 215 - Speech and Language Development (3)**

Students will construct an understanding of speech and language acquisition in children birth through five years of age. An examination and analysis of typical, a typical and bilingual language patterns and their relationship to cognitive and social development will be included. Activities and strategies will be explored regarding early literacy and classroom intervention. Educational issues related to linguistically diverse children and families will be researched using the Internet as a resource. This course requires 15 hours of field experience. Prerequisite(s): Psychology of Early Childhood or an equivalent course in Developmental Psychology, current TB test and background check required Co-requisite(s): None. 3 quarter hours

**ECE 220 - Child, Family, and Community (5)**

This course examines the dynamics of family life, family challenges, family stresses, and their impact on child development. The course explores the ecological contexts in which children live, the relationships among families, child care settings, communities, and broader social and cultural systems, and the personal and cultural filters through which early childhood professionals view children and their families. Emphasis is on the current social, political, legislative, and economic status of children and their families and the crises they face. Students will study existing community interventions that support children and their families and discuss the issue of public policy and private advocacy. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

**ECE 300 - Strategies for Supervision and Staff Development (1 TO 5)**

This course focuses on the human relations side of administrating early childhood programs. It analyzes the objectives and functions of supervision and presents guidelines for recruiting, hiring, training, and evaluating a diverse staff. Participants will examine conceptual models for understanding job satisfaction and the career stages through which practitioners progress and explore various individual and organizational strategies for promoting optimal performance. The use of technology and media in supervision and staff development is also included. Opportunities for participants to apply models of supervision and staff development in their respective educational settings will be provided. This course may be used as an elective in the Undergraduate Early Childhood Practice Program. Pre-requisite(s): None. Co-requisite(s): None. 1-5 quarter hours

**ECE 301 - Understanding Infants and Toddlers (5)**
Students will explore the world of infants and toddlers and the basis for individual differences, including prenatal factors, social and family factors, and the effects of infant temperament, attachment, health, and early experiences. Patterns of growth and development will be examined along with the potential for enhancement through enlightened caregiving and educational practices. Discussion of the impact of cultural differences, recent trends in early care, and support for children with special needs will be included. Observation hours are required. Prerequisite(s): Junior standing. 5 quarter hours

ECE 302 - Planning for Quality Infant/Toddler Programs (5)
Key components of developing and maintaining programs for children ages birth to three will be explored. Examination of the Infant-Toddler Environmental Rating Scale, state regulations (licensed centers and family child care), accreditation standards, quality improvement rating systems, credentialing and other resources will be addressed. The unique health and safety needs of children ages birth to three will be discussed, as will supporting the diverse need of families with children ages birth to three (children with special needs, multilingual homes and diverse family structures), especially in the context of developing family friendly policies and program options. 10 hours of field experience required. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

ECE 303 - The Early Care & Education Administrator as Advocate (1 TO 5)
This course builds competency for successful advocacy on behalf of children, families, and practitioners in the field. Participants learn a systematic approach that includes understanding and researching an issue, preparing materials and organizing meetings, and strategic follow up reinforcing outcomes. Advocacy organizations, local collaborations, and community system building will be reviewed for inclusive and cost-effective services for children and families. Students will learn about the current policy landscape and advocacy efforts needed to ensure families have access to high quality child care and learning experiences for young children. Pre-requisite(s): None Co-requisite(s): None. 1-5 quarter hours

ECE 305 - Organizational Theory, Group Dynamics, and Leadership Applications (1 TO 5)
Using Systems Theory as an integrating paradigm, this course is designed to deepen participants’ awareness of how they affect and are affected by others in different group situations. Personal assessment is continuous throughout the course as students examine different ways of working effectively in groups as both leader and group member. Topics include an analysis of leadership style, cross-cultural communication, and an assessment of organizational climate in the context of early childhood programs. Opportunities are provided for participants to apply the concepts of organizational theory, group dynamics, and models of leadership in their respective educational settings. This course may be taken as an elective in the Undergraduate Early Childhood Practice Program. Pre-requisite(s): None. Co-requisite(s): None. 1-5 quarter hours

ECE 308 - Writing for Early Childhood Professionals (3)
This course is designed for people working in the early care and education field to assist them in gaining the skills and confidence needed to be successful in written communication both as students and as professionals working with families, colleagues and other stakeholders in the field. Participants will learn how to increase the readability, emphasis, and appeal of emails, newsletters letters, memos, reports, handbooks, and promotional literature. A review of grammar, APA format and professional college level writing will also be included. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

ECE 311 - Administration I: Leadership Strategies and Staff Development (1 TO 5)
In this course participants examine their leadership role in their early childhood programs and are introduced to a model of facilitative leadership as a way to empower staff to support shared decision making. Participants identify effective employment practices that will help them find and keep the right people for available jobs and their organizations. Participants are introduced to a comprehensive model for supervising staff and promoting their ongoing professional development based on recognizing and appreciating individual differences. Participants develop and practice the necessary skills to nurture a positive work climate that promotes peak performance. Pre-requisite(s): None. Co-requisite(s): None. 1-5 quarter hours

ECE 312 - Administration II: Managing Center Operations and Finance (1 TO 5)
In this course participants learn about the components of effective management including: systems and the importance of systems thinking; stakeholder analysis and management; the strategic planning process; how policies, procedures, and systems are interconnected; and tools for taking charge of program operations. Participants understand how to manage a fiscally responsible early childhood business and be introduced to effective budgeting and accounting. Participants develop the

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skills needed to promote a positive public image. Participants learn how to create environments that welcome and support the learning of children and adults, as well as promote their health and safety. Pre-requisite(s): None. Co-requisite(s): None. 1-5 quarter hours

**ECE 313 - Administration III: Implementing and Evaluating the Program (1 TO 5)**

In this course participants learn to support young children's development and learning by understanding the interactive environment, the advantages of different groupings and staffing patterns, and continuity of care. Participants learn how to implement developmentally appropriate early childhood curriculum and the importance of observation and child assessment in achieving program goals. Participants explore the early childhood administrator's role in creating family partnerships, promoting an appreciation of diversity, and nurturing open communication. Participants explore importance of program evaluation and learn how to implement continuous quality improvement - the leadership practice of assessing needs, defining desired outcomes, developing an action plan, and evaluating effectiveness. Pre-requisite(s): None. Co-requisite(s): None. 1-5 quarter hours

**ECE 321 - Curriculum in Infant/Toddler Programs (5)**

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. Current theoretical perspectives in relation to curriculum will be explored. 10 field hours required. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

**ECE 322 - Developing Early Childhood Programs (2)**

This course will examine issues in program development in child care centers, preschools, and family child care homes. Attention is paid to issues of diversity and accommodation of special needs as part of a coherent and consistent guiding philosophy and practice. Prerequisite(s): Junior standing or permission of advisor. 2 quarter hours

**ECE 324 - Integrated Preprimary Methodology in Early Childhood Education (5)**

Students in this course will apply theory, materials, and the Illinois State Board of Education Early Learning Standards for teaching language arts, literacy, art, music/movement, math, science, social studies, health, and safety to instructional methods for children ages three to five. Play and the active and constructive nature of learning will be emphasized. An integrated unit, addressing all content areas, will be developed. Current research and Internet will be used as resources. Fifteen pre-clinical hours will be collected as part of the required field experience for this course. Prerequisite(s): ECE 205, EPS 300, TIE 300, current TB test and background check required. Co-requisite(s): None. 5 quarter hours

**ECE 326 - Administration of Early Childhood Programs (5)**

This course provides an overview of the knowledge and skills necessary to develop and administer an early care and education facility. This course explores management and leadership skills, program and facility development including: licensing, organizational structure, policy development, finances, personnel, families, marketing, program evaluation and other related topics. Students examine different styles of management and identify the methods and strategies that contribute to effective management. The course covers management tasks including program planning, people management, program evaluation, management of supplies and equipment, development, and managing and monitoring financial resources. Prerequisite(s): Junior standing or permission of advisor. 5 quarter hours

**ECE 335 - Best Business Practices in Family Child Care (1 TO 5)**

Participants will examine the components of a high-quality family child care enterprise through the lens of a business owner and educator. Participants will have an opportunity to develop a family child care business or quality improvement plan aligned with their mission statement, cultivate healthy environments for children and families, explore advocacy skills and techniques for creating a professional image, and pursue standards aligned with the national family child care Administration Scale and self-reflection and/or evaluation of a family child care program. Pre-requisite(s): None. Co-requisite(s): None. 1-5 quarter hours

**ECE 336 - Best Practices in Early Childhood Education for Infants and Toddlers and Families (5)**

This seminar course focuses on "best practices" for young children and their families in early care and education programs. Students examine how "best practice" is determined, cultural and historical influences on best practice, institutionalization of best practice by accreditation, licensure, and legislation, and the role of the teacher or caregiver in establishing and promulgating best practice in a variety of early childhood environments. Prerequisite(s): Junior standing or instructor approval. 5 quarter hours

**ECE 337 - Ethics and Professionalism in Early Childhood Education (5)**
The purpose of this course is to assist students in developing a detailed ethical framework that will guide their actions while working with children, families, schools and organizations. Areas of emphasis include: an introduction to some of the main theoretical issues in ethics, an examination of moral problems often encountered in the early childhood context (e.g. confidentiality, discrimination, diversity, etc.) and an exploration of some of the moral theories and practices in today’s schools and child care centers, especially from the perspectives of Kohlberg and Gilligan.

Prerequisite(s): Junior standing or instructor approval. 5 quarter hours

ECE 340 - Positive Guidance in Early Childhood Environments (5)

This course is an introduction to providing age appropriate and positive guidance to young children in a variety of early childhood settings. An emphasis will be made on ways practitioners can encourage prosocial behaviors through understanding social and emotional development, emerging sense of self and self-esteem as well as ages and stages of development in the context of appropriate behaviors at each age range for individual children within group care. Early childhood theoretical foundations will be explored as well as the role of family, environment, curriculum, culture and considerations for children who have special needs. 10 field hours required. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

ECE 345 - Curriculum, Differentiation, and Assessment (5)

This is an introductory course for the pre-service early childhood candidate to learn basic theories about curriculum, differentiation, and assessment as they relate to developmentally appropriate practices in early childhood instruction. Candidates will learn specific ways to organize curriculum, differentiation strategies, and assessment techniques. Candidates will apply best practices for curriculum, differentiation, and assessment across all disciplines including English/ language arts, mathematics, science, and social studies. Ten hours of observation in a K-2 setting is required as part of this course.

Prerequisite(s): EPS 300, TIE 300, ECE205. Co-requisite(s): Admission to the National College of Education. 5 quarter hours

ECE 350 - Early Childhood Education: Pre-Primary Practicum Field Experience (2)

Candidates apply what they have learned about early childhood practices by identifying effective strategies used to plan, implement, and assess instruction, guide children, and manage classrooms. They demonstrate their professionalism by planning, implementing, and assessing whole group, small group, and individual instruction, under the guidance of a master teacher in a preprimary setting for at least three hours a day for nine weeks. Candidates who have had a previous, supervised preprimary experience must have a portfolio review to determine if this component may be waived, in which case they would register for seminar and complete 25 hours in a preprimary classroom as part of their seminar requirements. Prerequisite(s): Admission to NCE, Completion of EPS 300, ECE 205, ECE 220, LAE 307, ECE 210, TIE 300 ECE 215; current TB test and background check required. Co-requisite(s): ECE 351. 2 quarter hours

ECE 351 - Early Childhood Education: Pre-Primary Practicum Seminar (3)

Candidates will apply what they have learned about early childhood practices by identifying effective strategies used to plan, implement, and assess instruction, guide children, and manage classrooms. They will demonstrate their professionalism by planning, implementing, and assessing instruction for individual students, small groups and the whole group, under the guidance of a master teacher in a preprimary setting for at least three hours a day for nine weeks. Candidates who have had a previous supervised preprimary experience register for this seminar and will be required to complete 135 hours in a preprimary classroom as part of their seminar requirement. Prerequisite(s): Admission to NCE, Completion of EPS 300, ECE 205, ECE 220, LAE 307, ECE 210, TIE 300, ECE 215, current TB test and background check required. Co-requisite(s): ECE 350. 3 quarter hours

ECE 405 - Preprimary Methods: Language Arts/Art/Music/Movement (3)

Students in this course will apply theory to instructional methods, materials and the Illinois State Board of Education Early Learning Standards for teaching Language Arts, Art, Music and Movement to young children. Play and the active and constructive nature of learning will be emphasized. Writing and evaluating curriculum using lesson plans will be done in each content area. Adaptation for special needs and culturally diverse children will be included. Current research along with the Internet will be explored as resources. 6 pre-clinical hours are required.

Prerequisite(s): ECE 202, ECE 205, ECE 206, SPE 300, or their equivalents. 3 quarter hours

ECE 406 - Preprimary Methods: Social Studies/Science/Math (3)

Students in this course will apply theory to instructional methods, materials and the Illinois State Board of Education Early Learning Standards for teaching Social Studies, Science, and Mathematics to
young children. Play, and the active and constructive nature of learning will be emphasized. Writing and evaluating curriculum using lesson plans will be done in each content area. Adaptation for special needs and culturally diverse will be included. Current research along with the Internet will be explored as resources. 6 pre-clinical hours are required. Prerequisite(s): ECE 202, ECE 205, ECE 206, SPE300, or their equivalents. 3 quarter hours

ECE 450 - Early Childhood Education Primary Practicum Field Experience (2)

This advanced course continues to integrate educational theory and understanding with field experience. ECE 451 is the first of two consecutive quarters of field experiences at the primary level; the course is linked to Student Teaching. Concurrent study and field experience help candidates’ bridge theory and practice with an emphasis on integration of content, differentiation, assessment, and child guidance. Candidates meet weekly to explore and analyze experiences and demonstrate independence in applying concepts learned in their classrooms as they progress to student teaching. Candidates are required to complete 2 full days each week in a primary classroom (minimum of 120 hours). Prerequisite(s): Admission to NCE, a grade of C or ECE 350, ECE 351, current TB test, mandated reporter and background check required. Co-requisite(s): ECE 451. 2 quarter hours

ECE 451 - Early Childhood Education Primary Practicum Seminar (3)

This advanced course continues to integrate educational theory and understanding with field experience. ECE 451 is the first of two consecutive quarters of field experiences at the primary level; the course is linked to Student Teaching. Concurrent study and field experience help candidates’ bridge theory and practice with an emphasis on integration of content, differentiation, assessment, and child guidance. Candidates meet weekly to explore and analyze experiences and demonstrate independence in applying concepts learned in their classrooms as they progress to student teaching. Candidates are required to complete 2 full days each week in a primary classroom (minimum of 120 hours). Prerequisite(s): Admission to NCE, a grade of C or better in ECE 350, ECE 351, current TB test, mandated reporter and background check required. Co-requisite(s): ECE 450. Required of all ECE BA Type 04 candidates. 3 quarter hours

ECE 460 - Early Childhood Practicum (7)

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 ECE 202, ECE 205, ECE 206, SPE 300, ECE 310, ECE 315, ECE 405, and ECE 406 or their equivalents; Consent of department; Background check. 7 quarter hours

ECE 470 - Early Childhood Education: Student Teaching (12 TO 14)

Candidates in this course complete a full-day experience of student teaching at the K-2 level, for a one academic term. In addition, weekly seminars address issues facing beginning teachers. Successful completion of this experience is based on attainment of a wide variety of professional competencies, including demonstration of professional dispositions and ability to assume full responsibility for a classroom over an extended period of time. All ECE BA program coursework must be completed prior to taking this course. Candidates must apply for, and be approved by the ECE Department, to take the course. Prerequisite(s): Admission to NCE. Successful completion of all prerequisite coursework required for student teaching in the BA ECE Type 04 degree and licensure program with a grade of C or better. Pre-requisites include: SPE 300 ECE 324, ECE 337, ECE 345, ECE 350/351, ECE 450/451, RLL 330, RLL 487, MHE 480A, SCE 480A, CIS 480A and CIL 300 CIL 305, CIL 306, CIL 310, CIL 312, CIL 331. Student teaching is the final, capstone program experience. Current background check and TB test; passing score on ECE Content Test (107) are required. Co-requisite(s): None. 12-14 quarter hours

ECE 492 - Internship: Child Care Center and Preschool Practice (7)

Students will serve as interns in an approved child care center or preschool that provides a daily program of education and care for a minimum of 100 hours. Under the discretion of a mentor and with the University supervision, students will engage in all aspects of site management or of instruction and care, including daily interaction with children, parents, teachers, staff, and other constituents. A weekly seminar will support this activity. Prerequisite(s): Senior Standing in Early Childhood Education and approval of the department. 7 quarter hours

ECE 492A - Internship: Child Care Administrator (7)

Participants will serve as interns or assistants in an approved child care center that provides early care and education programming for children ages 0-12 for a minimum of 200 hours. Under direct supervision of a child care administrator and with University supervision, participants will engage in all
aspects of managing a child care program. A weekly seminar will support this activity. Pre-requisite(s): None. Co-requisite(s): None. 7 quarter hours

**ECE 492B - Internship: Family Child Care (7)**

Participants will serve as interns or teaching assistants in an approved family child care setting that provides developmental support and care for a minimum of 200 hours. Under the direction of a mentor and with University supervision, participants will engage in all aspects of daily interaction with children in the mixed age group setting. A weekly seminar will support this activity. Pre-requisite(s): None. Co-requisite(s): None. 7 quarter hours

**ECE 493 - Internship: Infant and Toddler Care and Development (7)**

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, participants will engage in all aspects of daily interaction with children ages birth to 3. A weekly seminar will support this activity. Pre-requisite(s): None. Co-requisite(s): None. 7 quarter hours

**ECE 495 - Special Topic (1 TO 5)**

Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript. There is no limit on the number of 495 courses which can apply to the degree, although each topic may be taken only once. 1 to 5 quarter hours.

**ECE 501 - Early Childhood Instructional Methods/Primary/Language Arts and Social Studies (2)**

This course provides a comprehensive study of instructional methods for teaching language arts and social studies in the K-3 classroom. Students identify, design, demonstrate and evaluate appropriate language arts and social studies experiences and strategies for primary children. Course topics include multicultural literature, an integrated curriculum approach, and adaptation of curriculum for children with special needs. 10 hours of observation in a K-3 setting are required as part of this course. Prerequisite(s): EPS 500A. Co-requisite(s): Admission to the College of Education. 2 semester hours

**ECE 502 - Quality Child Care for Infants and Toddlers (3)**

This course will allow candidates to understand infant and toddler development (0-24 months), including the self, temperament, social interactions, and play development within child care settings. The course is designed to enhance candidates’ knowledge of professional ethics, developmentally appropriate practices, and effective curriculum. Candidates will learn how to evaluate child care quality from multiple dimensions. In addition, candidates will advance their skills in observing and assessing child development within child care contexts. Twenty-five hours of observation in an accredited infant/toddler setting is required. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**ECE 503 - Teaching & Learning in Early Childhood Settings: Language Arts, Social Studies, Art, Music & Movement (3)**

This course applies child development principles to the planning of language arts, social studies, art and music curriculum for both typically and atypically developing young children. Candidates design, identify, demonstrate and evaluate appropriate language arts, social studies art and music experiences and strategies for primary children. Course topics include multicultural literature, an integrated curriculum approach, and adaptation of curriculum for children with special needs. 10 hours of observation in an accredited K-3 setting is required as part of this course. Pre-requisite(s): ECE 504. Co-requisite(s): None. 3 semester hours

**ECE 504 - Human Development: Infancy and Childhood (3)**

This course introduces human development from birth through eight years old. Candidates examine and develop an appreciation of the unique needs of development during early childhood. 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 examined relative to the developmental domains. Candidates are required to complete a case study involving 20 hours of observation in an ECE setting. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**ECE 505 - Early Childhood Instructional Methods/Preprimary/Language Arts/Literature/Art/Music/Movement (2)**

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): EPS 500A. Co-requisite(s): None. 2
semester hours

ECE 506 - Early Childhood Instructional
Methods/Preprimary/Mathematics/Science/Social
Studies (2)

This course is a survey of instructional materials,
methods and supportive learning environments for
teaching mathematics, science and social studies to
children in preprimary settings. Candidates design,
identify, demonstrate and evaluate appropriate
experience and teaching strategies that support
development of mathematics, scientific and social
studies concepts for preprimary children. Course
topics include discussion of behavior management,
multicultural education, an integrated curriculum
approach and adaptation of the curriculum for
children with special needs. 10 hours of preclinical
experiences are required. Prerequisite(s): ECE 504.
Co-requisite(s): Admission to the College of
education. 2 semester hours

ECE 507 - Teaching and Learning in ECE Settings:
Science and Math (3)

This course applies child development principles to
the planning of science and mathematics experiences
for both typically and atypically developing young
children. Emphasis is placed on understanding how
children develop problem-solving skills, and on
recognizing how teachers can facilitate inquiry-
discovery experiences for young children with diverse
learning styles and needs. Candidates design,
identify, demonstrate and evaluate appropriate
experience and teaching strategies that support
development of math and science concepts in early
childhood learners. Course topics include discussion
of a variety of guidance strategies for young learners,
multicultural education, an integrated curriculum
approach and adaptation of curriculum for children
with special needs. Five hours of observation are
required in an accredited ECE setting. Prereq-
quisite(s): ECE 504. Co-requisite(s): None. 3
semester hours

ECE 508 - Understanding the Development of Dual
Language Learners in Preschool (1)

Foundations of Second Language Acquisition along
with social and cultural adaptation of the English
Language Learner (ELL) in the early childhood
classroom form the basis for this workshop.
Participants will examine the misconceptions about
Second Language Learning in the early childhood
classroom as well as how to fulfill the needs of
English Language Learners to provide students with
insights in assisting with their instructional strategies
in the early childhood classroom. Participants will
also learn about developing proficiency in English,
bilingualism in the home, responding to linguistic
and cultural diversity, and understanding cultural
differences and similarities. Prerequisite(s): None.
Co-requisite(s): None. 1 semester hour

ECE 510 - Child, Family and Community (3)

This course examines the dynamics of family life,
family challenges, family stresses, and their impact on
child development. The course explores the ecological
contexts in which children live, the relationships
among families, child care settings, communities, and
broader social and cultural systems, and the personal
and cultural filters through which early childhood
professionals and families view each other. Emphasis
is on the current social, political, legislative, and
economic status of children and their families and the
cries they face. Candidates study existing community
interventions that support children and their families
and discuss the issue of public policy and private
advocacy. Prerequisite(s): ECE 504. Co-requisite(s):
None. 3 semester hours

ECE 512 - Early Childhood Curriculum (2)

This course is designed to acquaint students with
basic concepts and principles of the early childhood
curriculum. The emphasis of topics and readings is on
numerous definitions of curriculum, orientations
toward curriculum, curriculum models in early
childhood education, and the philosophical
underpinnings of approaches to teaching the young
child, including the use of technology. Emphasis is
given to the concept of “developmentally appropriate
practices,” and to analyzing historical developments
and current criticisms. Finally, students are taught
the role of diversity in curriculum planning, and
approaches to child assessment and curriculum
evaluation, for all children including those with
challenges. Prerequisite(s): None. 2 semester hours

ECE 515 - Financial and Legal Aspects of Early Child
Care Management (3)

This course examines the financial and legal issues
pertinent to establishing and operating child and
family service programs. Emphasis is given to the
development of sound fiscal policy that adequately
addresses the issues of quality, compensation, and
affordability. The course includes a survey of laws and
regulations pertaining to licensing, insurance,
children's records, affirmative action and
employment provisions, inclusion of special needs
children, parental rights, child abuse, and custody.
Students will also analyze the legal requirements and
tax provisions that relate to the operation of
programs with differing legal status (e.g., sole
proprietorship, partnership, or a not-for-profit
corporation.) Prerequisite(s): None. 3 semester hours
ECE 517 - Essentials of Infant/Toddler Early Care and Education (3)

Key components of best practices for the care and education of infants and toddlers form the basis of this course. State regulations for licensed care; environmental and program assessment tools; accreditation for infant/toddler programs; infant and toddler development, health, safety, and nutrition; and caring for children with typical and atypical development including special needs, are discussed. Additional topics include supporting the culture of the family in terms of child-rearing practices with children ages 0-3 as well as meeting the needs of multi-lingual children and their families during the critical period of language acquisition. 10 observation hours required. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

ECE 518 - Policies and Practices In Quality Infant/Toddler Early Care/Education (3)

Candidates learn about what constitutes sound policy and practices in infant/toddler care and education. A close examination of historical and cultural contexts is provided as well as how developmental theory impacts policy and practices in programs today. Topics include societal attitudes about very young children in child care, notions surrounding the value of early interaction with very young children, and moral and political implications of early child care, as well as advocacy efforts needed for quality infant/toddler care and education. Candidates further examine how to use observation techniques to assist with developing sound program policy that supports the learning and development of children ages 0-3. 10 observation hours required. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

ECE 519 - Curriculum for Infants and Toddlers (3)

Students will examine the developmental needs of children from birth through three and how these needs can be met in group care and at home. Published curricula will be analyzed and evaluated. Candidates will create plans for using "teachable moments" to foster development. Candidates will also create lesson plans using the College's approved format for lesson planning. 10 observation hours required. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

ECE 520 - Curricular Strategy for Infants and Toddlers (3)

This course explores the curricular strategies for teaching children from birth through three and how these strategies can be adapted to the needs of multi-lingual children and their families during the critical period of language acquisition. 10 observation hours required. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

ECE 521 - Fundraising and Program Finance (3)

This course examines the impact of history on current educational practices. The interactions among political strategy, children’s programming, and teacher preparation regulations will be discussed. The course purpose is to provide early childhood educators with a context for understanding and evaluating current practices. The context for the development of a reasoned and coherent personal philosophy of caring for and teaching children, based on ethical professional practice and decision-making will be examined. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

ECE 525 - Strategies for Supervision and Staff Development (.5 TO 3)

This course focuses on the human relations side of administering early childhood programs. It analyzes the objectives and functions of supervision and presents guidelines for recruiting, hiring, orienting, supervising and evaluating a diverse staff. Participants will examine different conceptual models for understanding job satisfaction and the career stages through which practitioners progress and explore various individual and organizational strategies for promoting optimal performance. The use of technology and media in supervision and staff development is also included. Opportunities for participants to apply models of supervision and staff development in their respective educational settings are provided. Pre-requisite(s): None. Co-requisite(s): None. 0.5 - 3 semester hours

ECE 538 - The Early Childhood Administrator: Individual and Organizational Perspectives (2)

This course will examine key issues in adult development and job socialization as they relate to the early childhood practitioner within the context of his/her workplace or other professional settings. 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, leadership practices, ethics and moral development, role perceptions, crisis and transition, autonomy vs. inclusion, and the changing nature of relationships over the life-span. Prerequisite(s): None. 2 semester hours

ECE 540 - Grant Writing and Fundraising for Early Childhood Programs (2)

This course will examine grantswriting and fundraising as an integral part of an organization's strategic plan. Participants will develop short-range and long-range fundraising goals as they relate to program mission and philosophy. Topics included will be potential revenue sources and effective fundraising strategies for early childhood programs. Students will learn the components of an effective grant proposal and the reasons why many proposals
fail to get funded. Field experiences will provide an opportunity for students will gain proficiency in conducting a fundraising event or writing a grant proposal for their early childhood program.

Prerequisite(s): None. 2 semester hours

**ECE 542 - Public Relations and Marketing of Early Childhood Programs (2)**

This course introduces the fundamentals of effective marketing, the strategic marketing process, strategic marketing planning, and the components of an organization's marketing program. The importance of promoting and maintaining a positive public image to parents, supporters, and prospective donors will be stressed. Included will be strategies for writing effective promotional literature, handbooks, newsletters, and press releases. Field experiences will provide an opportunity for students to develop a strategic marketing plan for their early childhood center. Prerequisite(s): None. 2 semester hours

**ECE 544 - Early Childhood Environments: Design and Facilities Management (2)**

This course focuses on the physical environment of child care centers and how facility design affects the behavior of both children and adults. The principles of environmental psychology will provide the framework for assessing both indoor and outdoor environments. Topics also include health and safety considerations and the importance of implementing effective facility management systems. Field experiences will provide an opportunity for students to evaluate design elements of different facilities. Prerequisite(s): None 2 semester hours

**ECE 545 - Strategies for Effective Coaching and Mentoring (2)**

This course provides structured opportunities to build and refine mentoring and coaching skills. Students will learn the elements of effective coaching including goal alignment, active listening, asking questions, and giving feedback. The course examines how different communication styles impact interpersonal relationships both on and off the job. Special emphasis is given to issues relating to workplace diversity and their impact on the early childhood leader's role as mentor and coach. A clinical experience is included. 2 semester hours

**ECE 546 - Presentation Skills for Early Childhood Leaders (2)**

This course provides the essentials tools early childhood leaders need for planning and presenting high-impact workshops and formal presentations. Students will learn how to develop training objectives, sequence ideas, prepare visuals, set up the learning environment, and organize presentation materials. Emphasis will be given to delivering presentations with clarity, poise, and confidence. 2 semester hours

**ECE 569 - Portfolio Development for Subsequent Certification (4)**

This is the initial course designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in early childhood education; elementary education; secondary education for science; social sciences, English language arts, or mathematics; special education for LBS-I; or K-12 foreign language. A portfolio documenting knowledge and experiences encompassing the certification standards for the certificate being sought will be created. This course is required for all candidates seeking subsequent certificates through the focused program. Prerequisite(s): Valid Illinois certificate. 4 semester hours

**ECE 571 - Portfolio Development for MAT Degree Completion with Time Extension (1)**

This course is designed for Master of Arts in Teaching candidates to document their knowledge and skills needed to complete the degree after the university's six-year time limitation has expired. This course is for candidates who were enrolled in MAT degree programs in Early Childhood Education, Elementary Education, Secondary Education [science, social science, English/language arts, mathematics, K-12 foreign language], and in Special Education – LBS 1. Candidates will develop an online portfolio demonstrating their knowledge and performance indicators for the content areas standards of educators in the degree program being pursued. Prerequisite(s): Professional Educator License. Co-requisite(s): None. 1 semester hour

**ECE 575 - Subsequent Certification Practicum (3 TO 6)**

This course is designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in early childhood education. The candidate will be required to complete between 75 and 150 hours in a classroom setting that is represented in the subsequent certificate. The candidate will also meet for seminar with a faculty member in the subsequent certificate area. Enrollment in this class requires advance application and approval. Prerequisite(s): ECE 569 Completion of all content coursework as described on the transcript assessment. Completion of individual program of study as determined by initial portfolio review. Application for placement with preclinical review of portfolio. Passing score on Illinois Test of Basic Skills on file at NCE. Passing score on Illinois Subject Area Test for the subsequent certificate on file at NCE. Current TB test. Current Criminal Background Check. 3-6 semester hours
ECE 580 - Internship in Early Childhood Education
Primary Setting (3)

This is an advanced course that integrates educational and practice with field experience and methods courses. ECE580 is the first in two consecutive quarters of integrated course work and field experience at the primary grade level. The concurrent university study and field experience provide opportunities to bridge theory and practice, with a particular emphasis on various types of literacy (e.g., reading, writing, speaking, listening, visual, math). Candidates meet weekly in seminar to explore and analyze their varied experiences and broaden their base of professional knowledge prior to student teaching. Required of all ECE MAT for early childhood endorsement. 50 hours of field experience is required in an ECE accredited setting. Pre-requisite(s): Admission to the Early Childhood Education program. Co-requisite(s): None. 3 semester hours

ECE 582G - Workshop/Administration/Writing and Editing for Effective Communication (1)

This workshop is designed for early childhood program administrators who want to improve their written communication. Participants will learn how to increase the readability, emphasis, and appeal of letters, memos, reports, handbooks, and promotional literature. A review of grammar, APA format, and editing symbols will also be included. Prerequisite(s): None. 1 semester hour

ECE 582I - Workshop/Administration/Leadership Connections (2 TO 6)

This workshop provides a structured opportunity for participants of the Leadership Connections Director's Conference to reflect on the knowledge, experience, and insight gained from the conference and to achieve specific competencies required for the Illinois Director Credential. Attendees will have the opportunity to attend a policy forum skill-building clinic and seminar on focused topics relating to the competency areas addressed in the Illinois Director Credential. During an on-line discussion group following the conference, participants will share the outcomes of a field project relating to their area of concentration. This workshop may be taken more than once. 2 to 6 semester hours.

ECE 589 - Internship in Early Childhood Education Preprimary Setting (3)

This is an advanced course that integrates educational theory and practice with field experience and methods courses. ECE589 is the first in three quarters of integrated ECE course work and field experience at the preprimary grade level. The concurrent university study and field experience provide an opportunity to bridge theory and practice, with a particular emphasis on various types of literacy (e.g., reading, writing, speaking, listening, visual, math). Candidates meet weekly in seminar to explore and analyze their varied experiences and broaden their base of professional knowledge prior to student teaching. 40 hours of field experience are required in an accredited ECE setting. Pre-requisite(s): Admission to the Early Childhood MAT program. Co-requisite(s): None. 3 semester hours

ECE 590 - Student Teaching (5)

Candidates in this course complete a full-day experience of student teaching at the K-3 level, for one academic term. In addition, weekly seminars address issues facing beginning teachers. Successful completion of this experience is based on attainment of a wide variety of professional competencies, including demonstration of professional dispositions and ability to assume full responsibility for a classroom over an extended period of time. All ECE MAT program coursework must be completed prior to taking this course. Candidates must apply for, and be approved by the ECE Department, to take the course. Pre-requisite(s): ECE 589, ECE 504, ECE 523, ECE 507, ECE 503, ECE 502, ECE 510, ESR 504, ECE 580; passing score on State of Illinois Content Area Test for Early Childhood. Co-requisite(s): None. 5 semester hours

ECE 592 - Internship: Infant and Toddler Early Care and Education (4)

Students will serve as interns or teaching assistants for 180 hours in an approved infant-toddler setting that provides developmental support and care. Under the direction of a mentor teacher and with University supervision, students will engage in all aspects of daily interaction with children ages 0 to 3. A weekly seminar support this activity. Pre-requisite(s): None. Co-requisite(s): None. 4 semester hours

ECE 594 - Independent Study/Early Childhood Education (1 TO 3)

Provides students in degree programs an opportunity to pursue advanced scholarly study in special areas of early childhood education or to investigate practical problems relating to early childhood programs. Must be done under supervision of a full time faculty member. 1-3 semester hours

ECE 598A - Resident Teacher Internship A (2)

This internship is required for all candidates with a Resident Teacher Certificate. The seminar provides the candidates an opportunity to describe and reflect upon their knowledge, skills, and dispositions for teaching; to evaluate and integrate theory and practice; to examine implications of practice for
themselves, students and community; and to develop an understanding of the multiple roles of teachers. Also, each candidate is mentored in the classroom by an experienced, certified teacher and a university supervisor. Candidates enroll in the internship for two semester hours for six consecutive terms (12 semester hours) during their first two years of teaching. Prerequisite(s): *Employed as a teacher in a partnership district *Admitted to the Resident Teacher Program in the area in which they are seeking certification and degree *Hold a Resident Teacher Certificate Resident teachers must successfully complete (grade of B or higher) all coursework in terms 1, 2, and 3; Resident Teacher Internship A; have satisfactory district-level evaluations; and pass the appropriate ISBE content area test to continue into terms 4, 5, and 6 and Resident Teacher Internship B. A grade of X is assigned for the first two terms and a letter grade is assigned for the third term [and replaces the X] for each separate internship year. 2 semester hours per term for two years, (6 semester hours per year for a total of 12 semester hours)

**ECE 598B - Resident Teacher Internship B (2)**

This internship is required for all candidates with a Resident Teacher Certificate. The seminar provides the candidates an opportunity to describe and reflect upon their knowledge, skills, and dispositions for teaching; to evaluate and integrate theory and practice; to examine implications of practice for themselves, students and community; and to develop an understanding of the multiple roles of teachers. Also, each candidate is mentored in the classroom by an experienced, certified teacher and a university supervisor. Candidates enroll in the internship for two semester hours for six consecutive terms (12 semester hours) during their first two years of teaching. Prerequisite(s): *Employed as a teacher in a partnership district *Admitted to the Resident Teacher Program in the area in which they are seeking certification and degree *Hold a Resident Teacher Certificate Resident teachers must successfully complete (grade of B or higher) all coursework in terms 1, 2, and 3; Resident Teacher Internship A; have satisfactory district-level evaluations; and pass the appropriate ISBE content area test to continue into terms 4, 5, and 6 and Resident Teacher Internship B. A grade of X is assigned for the first two terms and a letter grade is assigned for the third term [and replaces the X] for each separate internship year. 2 semester hours per term for two years, (6 semester hours per year for a total of 12 semester hours)

**EDL - Educational Leadership**

**EDL 501 - Educational Finance (2 TO 3)**

The educational finance course is a laboratory based experience which focuses on the major concepts, primary language and political realities of the fiscal arena of education including local, state and federal funding, the continuing issues of adequacy, equity, efficiency and reliability (in particular Property Taxes vs General State Aid), formulation of District-Building-Department/Team budgets and the delegation of authority in allocation of fiscal and human resources. Financial forecasting and planning as key elements in attaining fiscal stability are addressed. Case studies, problem illustrations and study of current local and state education financial challenges are among the methodologies utilized. Prerequisite(s): None. 3 Semester Hours

**EDL 502 - Educational Law and Governance (3)**

The law and governance course presents the legal and legislative bases of public education. The school codes, federal and state court decisions, and federal and state legislation are studied and analyzed in this course. Along with general educational legislative issues, specific items such as substance abuse, employee discipline and dismissal procedures, and faculty and students rights are addressed. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. Prerequisite(s): None. 3 Semester Hours

**EDL 504 - School Community Relations (3)**

This course provides students with the knowledge and skills necessary for understanding the interaction between schools and their communities; initiating and maintaining effective communications among school personnel, families, students, and other community members; and developing educational policies and programs which best reflect the community’s needs and desires. Interactive, participatory communications are emphasized to reduce isolation and increase responsiveness between constituency groups and the schools. Each student is to complete at least 15 hours of clinical internship work outside of class. Prerequisite(s): None. Co-requisites(s): None. 3 semester hours

**EDL 506 - Collective Negotiations and Personnel Administration (3)**

The Collective Negotiations and Personnel Administration course is a simulation based experience which focuses on both the content and the process of contract bargaining, including the importance of valuing the labor-management relationship, understanding/resolving conflict as a function of expectations, and developing and maintaining mutual integrity, trust and support. Further strategies in recruitment and employment of personnel, delegation of authority, and dealing with
EDL 510 - Leadership and Organizational Development of Schools (3)
This course provides each candidate with theories and strategies of educational leadership that influence administration, coaching and organization development in schools. Specific attention is given to change theory, long-range planning, decision-making processes, motivation and social systems theories. A solid foundation in the research and practice of effective educational leadership is addressed. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

EDL 512 - Communication and Technological Skills for School Leaders (3)
High levels of communication skills are essential for school leaders to support instructional leadership and critical management functions. This course explores conceptual foundations and practical applications of various communication skills, strategies, and technologies. Candidates will have opportunities to hone their interpersonal communication skills, learn about effective communication coaching strategies, and use appropriate communication strategies to identify the needs of various stakeholder groups and effectively engage them. Candidates will also learn about how to advocate for school and district goals, assess their school communications, and develop goals and action steps for improvement. Technology competencies required by school leaders will be discussed, assessed and developed. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

EDL 520 - Leading Diverse Schools (2)
This course focuses on the cultural, ethnic, and socio-economic contexts of schools and school communities. Through course readings and activities, leadership candidates will have opportunities to develop critical perspective toward diversity. Emphasis will be placed on developing leadership skills and dispositions that result in the candidate's capacity to promote inclusive practices. In particular, candidates will understand how their actions impact perceptions about inclusiveness within such realms as race, class, gender, sexuality, disability, religion, culture, and language. Prerequisite(s): Admission to the M.Ed./Ed.S Administration and Supervision Program. 2 semester hours

EDL 521 - Building School Community Partnerships (2)
This course provides leadership candidates with a foundational understanding of community dynamics in order to mobilize efforts and resources to improve student learning. Emphasis is placed on identifying community outreach opportunities, strategic partnerships, and vital relationships. How to plan, organize and evaluate school community initiatives will be explored. Candidates will learn to utilize diverse sources of data to analyze community context. Other topics include mobility, community schools, local employment, inter-organizational networking, and inter-cultural communication. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision. 2 semester hours

EDL 522 - Leading Student-Centered Schools (2)
This course provides an opportunity for candidates to explore what it means to lead student-centered schools. Student-centered schools are characterized by a culture of learning, personal accountability, self-discipline, and safety. This course will look at the school leader's role in creating and sustaining this type culture by integrating building management and program supervision skills with knowledge of student-centered classrooms, child and adolescent development, literacy and numeracy foundations, student motivation and discipline strategies, social emotional learning, environmental and emotional safety character development programs, and relationship building. Issues of safety will be addressed including disaster planning and bullying as well as cyber-bullying. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision Program. Co-requisite(s): None. 2 semester hours

EDL 523 - Navigating School and Special Education Law (2)
School leaders must be able to quickly assess a situation and respond in a reasonable and prudent manner to maintain fairness and avoid liabilities. This course enables leadership candidates to understand the fundamentals of school law, and in particular, special education law, to ensure that laws are upheld and applied fairly and equitably with the goal of enhancing school climate. Particular attention will be given to application of Response to Intervention and student learning in the least restrictive environments. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision Program. 2 semester hours

EDL 524 - Negotiating and Resolving Conflicts in Education Communities (2)
This course introduces the candidate to the role the school leader plays in the larger political, social, cultural, and economic contexts of their school and community and what they face unifying multiple interest groups towards a common vision of equitable schooling. Candidates will explore leadership skills and dispositions needed to promote cooperative interaction among stakeholders and to resolve conflicts of varying degrees. Emphasis will be placed on the importance of developing clear and purposeful
communication strategies, negotiation, and mediation skills. Interest-based bargaining will be taught utilizing simulation-based experiences. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration Supervision Program. 2 semester hours

**EDL 525 - Decision-Making for Educational Systems and Organizations (2)**

This course enables leadership candidates to develop decision-making and problem-solving capabilities to mobilize schools with a common vision. Within the context of systems theory applied in educational settings, as well as current educational policy, candidates will analyze organizational situations using leadership frames, social network and decision-making theories. As developing leaders, candidates will build capacities to empower leadership teams and teacher decision-making. Most importantly, candidates will make sense of how current policies impact educational change and how good leadership funnels those efforts into positive school culture and productive school improvement. Alternative models of school organization, including charters, will be explored. Prerequisite(s): Admission to the M.Ed or Ed.S. Administration and Supervision Program. 2 semester hours

**EDL 526 - Realizing Vision through Technical, Human and Financial Resources (2)**

This course prompts leadership candidates to develop plans and strategies for using educational resources to promote student achievement. Students will examine theories of effective resource allocation as well as case studies presenting decisions and tradeoffs involving the key resources such as budgets, staff, time, and technology. They will create a major resource re-allocation project, making leadership choices about resources while providing decision rationales, aligning resources with school improvement plans, and resolving resource conflicts. Course topics also include resource adequacy, equity, efficiency, reliability, as well as quality staff recruitment, selection, support, and retention. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision Program. 2 semester hours

**EDL 527 - Guaranteeing a Differentiated and Coherent Curriculum (2)**

Leadership candidates will become familiar with a variety of curriculum development strategies, curriculum integration, differentiation, curriculum monitoring and assessment. Candidates will learn leadership skills required to offer a culturally responsive and differentiated curriculum used to advance student achievement, supporting all students including English language learners, gifted and special needs students. Response to Intervention will be examined as a systematic model for problem-solving in academic and behavioral areas. Leadership for instructional technology will also be explored. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision Program. 2 semester hours

**EDL 528 - Maintaining Accountability with Data Use and Program Evaluation (2)**

Candidates will develop competencies in data interpretation, data-driven decision-making, and data presentation to improve student achievement. They will also examine and compare tools for analyzing student performance data and for collaborating with teachers on creating data-driven approaches to improve instruction and student achievement. Formative and summative assessment will be studied from a leadership and administrative perspective as well as strategies for conducting program evaluations. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision Program. 2 semester hours

**EDL 529 - Improving Instruction through Teacher Evaluation and Professional Development (2)**

As instructional leaders, candidates will promote teacher efficacy and implement comprehensive professional growth plans for all staff focused on student learning. State-specific models of teacher evaluation will be explored, as well as current conceptions of adult learning and professional development. Particular attention will be given to collaborative models of interpreting and improving instruction. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision Program. 2 semester hours

**EDL 546 - Perspectives and Administration of Educational Policy (3)**

Educational policy is a topic that is heavily debated amongst stakeholders invested in improving learning outcomes for students. Waves of educational reform have shaped ideas for restructuring schools. 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. Attention is devoted to issues of standardized testing, accountability, privatization, charter schools and the business model. The ways historical, political, legal, social, and institutional contexts shape administrators’ and other policy makers’ ability to initiate, and other policy makers’ ability to initiate, Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**EDL 552 - Administration of Curriculum (3)**
This course focuses on the roles and responsibilities of the administrator as an instructional leader and facilitator of the curriculum development process. Curriculum development theory is explored and existing models of curriculum planning are examined. Systematic change is addressed as a need for curriculum revisions or additions to meet the aspirations of an increasingly diverse and global society. Students will be exposed to a body of knowledge focused on cognitive development, leadership styles, assessment processes, research data collection and analysis, resource allocation and collaborative decision making focused on instructional leadership and facilitation. This course involves a self directed curriculum analysis project as group deliberation on whether and how various proposals might be included in curriculum plans for a school or district. Pre-requisites: None. Co-requisite(s): None. 3 semester hours

EDL 553 - Supervising Instruction (3)

In this course the student learns and demonstrates the collaborative clinical supervision and evaluation processes. The skills needed for effective supervision that result in professional development are learned and practiced, including joint planning, observation, data collection, analysis of teaching strategies and feedback. Pre-requisites: None. Co-requisite(s): None. 3 semester hours

EDL 563 - Systems for Labor and Education Reform (5)

The purpose of the course is to ground labor leadership in an understanding of the multiple, often overlapping systems in which teachers’ unions are rooted. The course will proceed in three stages. The first will focus on systems theory, focusing on how organizations are situated within cultural and political systems. The second stage will focus on educational systems in particular. Candidates will study educational policy and current structures of educational governance and organization. The final stage will engage students in the organizational and political context in which labor unions, particularly teachers’ unions, are embedded. Prerequisites: Enrollment in the Progressive Leadership for Labor in Education Program or consent of department. 5 semester hours

EDL 570 - Internship Seminar I: Organizing Leadership Competency Demonstrations (1)

This is the first course for candidates for the M.Ed. or Ed.S. Administration and Supervision Internship. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision Program. 1 semester hour

EDL 571 - Internship Seminar II: Resume Building and Professional Writing for Educational Leaders (1)

This course enables leadership candidates to demonstrate competency in case study analysis, to implement competency-based strategies in presenting their leadership identity, to receive feedback regarding progress in leadership development, and to demonstrate use of feedback for performance improvement. Candidates gain skills in competency-based interviewing and written communication. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision Program. 1 semester hour

EDL 572 - Internship Seminar III: Demonstrating School Leadership Competence (2)

This course is the final forum for leadership competency demonstrations and final assessment of leadership candidates in the M.Ed. or Ed.S. Administration and Supervision Program. In it, candidates demonstrate leadership knowledge, skills, and dispositions through a formal interview and capstone case analyses drawing upon all previous courses, as well as applicable national and state leadership standards. Candidates are assessed for their presentation skills, as well as their understanding of all program curriculum, through a formal interview and a video case analysis. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision Program. 2 semester hours

EDL 573 - Educational Leadership Project (1 TO 4)

Candidates for the M.Ed. in Administration and Supervision complete a capstone project that demonstrates skills and knowledge in building-level, entrepreneurial leadership. Candidates work with faculty to develop a product such as a grant application, a school improvement plan, a technology or curriculum initiative, a public-relations plan, or another project which has practical application. Program faculty will direct candidates to complete projects that assist them in their career aspirations as school leaders. Each product will adhere to standards set forth by the department. Final products titles are listed on candidates’ transcripts. Prerequisite(s): Admission to the M.Ed. or Ed.S. Administration and Supervision Program. 1-4 semester hours

EDL 580 - Workshop/Educational Leadership/Leadership Strategies (1 TO 4)

1-4 semester hours

EDL 581 - Workshop/Educational Leadership/Supervision and Evaluation (1 TO 6)
1-4 semester hours
EDL 587 - Workshop/Educational Leadership/Policy Implementation (1 TO 6)

1-4 semester hours
EDL 588 - Workshop/Educational Leadership/Organizational Development (1 TO 6)

1-4 semester hours
EDL 589 - Workshop/Educational Leadership/Politics and Law (1 TO 6)

1-4 semester hours
EDL 590A - Clinical Internship/Educational Leadership/Early Childhood (6)
The Educational Leadership Clinical Internship is designed to meet the Florida program requirement for individuals whose training and experience allows them to develop professionally through the application of theory and research to administrative practice. Each student will take a total of six hours focused on either Early Childhood, Middle School, Secondary Education or Exceptional Children in conjunction with EDL 512; EDL 552 and EDL 553. Students will work in cooperating public school systems to test and refine the wide range of personal and professional competencies associated with effective leadership in district level administrative positions. Prerequisite(s): Admission to Educational Leadership Program. Co-requisite(s): None. 6 semester hours

EDL 590B - Clinical Internship/Educational Leadership/Middle School (6)
The Educational Leadership Clinical Internship is designed to meet the Florida program requirement for individuals whose training and experience allows them to develop professionally through the application of theory and research to administrative practice. Each student will take a total of six hours focused on either Early Childhood, Middle School, Secondary Education or Exceptional Children in conjunction with EDL 512; EDL 552 and EDL 553. Students will work in cooperating public school systems to test and refine the wide range of personal and professional competencies associated with effective leadership in district level administrative positions. Prerequisite(s): Admission to Educational Leadership Program. Co-requisite(s): None. 6 semester hours

EDL 590C - Clinical Internship/Educational Leadership/Secondary (1 TO 6)
The Educational Leadership Clinical Internship is designed to meet the Florida program requirement for individuals whose training and experience allows them to develop professionally through the application of theory and research to administrative practice. Each student will take a total of six hours focused on either Early Childhood, Middle School, Secondary Education or Exceptional Children in conjunction with EDL 501; EDL 504; EDL 510; EDL 512; EDL 552 and EDL 553. Students will work in cooperating public school systems to test and refine the wide range of personal and professional competencies associated with effective leadership in district level administrative positions. Prerequisite: Admission to Educational Leadership Program. 1-4 semester hours

EDL 590D - Clinical Internship/Educational Leadership/Exceptional Children (1 TO 6)
The Educational Leadership Clinical Internship is designed to meet the Florida program requirement for individuals whose training and experience allows them to develop professionally through the application of theory and research to administrative practice. Each student will take a total of six hours focused on either Early Childhood, Middle School, Secondary Education or Exceptional Children in conjunction with EDL 501; EDL 504; EDL 510; EDL 512; EDL 552 and EDL 553. Students will work in cooperating public school systems to test and refine the wide range of personal and professional competencies associated with effective leadership in district level administrative positions. Prerequisite: Admission to Educational Leadership Program. 1-4 semester hours

EDL 591 - Field Study/Educational Leadership (6)
6 semester hours

EDL 593 - Seminar in Educational Leadership (2 OR 3)
An advanced seminar dealing with current issues in administrating and supervising schools K-12. 2 semester hours

EDL 594 - Independent Study/Educational Supervision/Professional Development (1 TO 3)
The purpose of this independent study is to provide participants with the opportunity to explore a topic of their own choice related to professional development and growth, educational supervision, and/or educational leadership. Prerequisite(s): Admission to the Interdisciplinary Studies Program in Curriculum and Instruction and completion of Terms I and II. 1-3 semester hours

EDL 595 - Special Topics in Educational Leadership (1 TO 4)
This course exists to provide an opportunity for school leaders to promote individual and administrative team development, the mentoring of recently appointed school leaders, and professional networking to offer support to those serving in
leadership roles in schools and school districts nation-wide. Prerequisite(s): None. 1-4 semester hours

EDL 598 - Administration and Supervision Internship (1 TO 6)

The Administration and Supervision Internship requires candidates to engage in authentic leadership at the school building level. The internship requires candidates to apply theoretical and empirical knowledge to solve practical administrative problems and to transform learning environments. In consultation with the clinical supervisor and a site sponsor, the candidate will engage in an extensive internship that involves practice and competency in all ISLLC 2008, Wisconsin Administrator, and Florida Principal Leadership Standards. Prerequisite(s): Admission to the M.Ed. or Ed.S. in Supervision and Administration. 1-6 semester hours

EDL 601 - School Financial Management (3)

In this course students will consider the social, economic, and political considerations related to financing public schools. Adequacy and equity provide the lens for analysis and critique of existing policies and practices. Students will learn about effective practices for decision-making and resource allocation that support improved student achievement. The changing landscape of federal, state, and local funding, new forms of teacher compensation, strategic management of human capital, charter schools, partnerships, and fund-raising are also considered. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

EDL 604 - Administrative Issues for Pluralistic Schools (3)

In this course students will extend their cultural proficiency to lead pluralistic schools. Coursework requires students to engage in self-assessment, reflection, and goal-setting around their cultural proficiency. Students will also analyze diversity within the school setting, examine school structures that promote or hinder equitable educational practice, and evaluate policy, curriculum, and instruction from a cultural proficiency lens. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

EDL 605 - Leading Change (3)

In this course students will be introduced to a systems approach to design, implement, and support transformational change required for improved teaching and learning. Students will examine the conditions, competencies, culture, and context that affect organizational change as well as critical skills required to lead a change initiative. Students will also identify the barriers to change and strategies to build capacity, develop high functioning teams, improve decision making, and assess progress to sustain change initiatives. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

EDL 606 - Principles and Fundamentals of School Leadership (3)

In this course students are introduced to leadership theories, principles, and styles. Students explore how leaders work to establish climate, conditions, and culture that foster both adult and student learning. Building professional learning communities, cultivating relationships, and establishing trust among internal and external stakeholders will be addressed. Communication and advocacy skills for the school leader, capacity building, and sustaining organizational initiatives will also be examined. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

EDL 608 - Community Engagement (3)

In this course students will focus on community engagement through the exploration and analysis of school/educational policy in community settings. Power structures, social and political contexts, cultural and demographic changes, and principles of social justice are examined as they affect school and community relations. Students will explore principles of community development such as autonomy, self determination, and the integration of community resources. Students will also examine multicultural understanding, group dynamics, community organizing, interagency cooperation, financial resources, and evaluation. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

EDL 610 - Entry Portfolio Development for Superintendent Endorsement (1 TO 9)

This course is required for candidates in the Subsequent Certification (Superintendent Endorsement) program who hold doctoral degrees in Educational Leadership, Educational Administration, or Educational Policy but who did not earn recognized endorsements for the superintendency within those doctoral programs. Candidates register for a total of 9 semester hours to fulfill the portfolio documenting knowledge, skills, and dispositions mandated by national standards. Prerequisite(s):
Candidates must hold a Type 75 endorsement in Illinois or a Type 51 License in Wisconsin. Candidates must be admitted to either the Educational Leadership Ed.D. or Subsequent Certification (Superintendent Endorsement) program. 1-9 semester hours (may be repeated up to 9 semester hours)

**EDL 620 - School Leadership: Policy and Politics (3)**

This course focuses on federal and national trends in education policy. An examination and analysis of the way these trends influence policy and political action at the school district level are addressed by focusing on governance structures, politics, and the influence of interest groups. Candidates will analyze cases while developing a working knowledge of educational politics and policy. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

**EDL 622 - Curriculum Planning, Organization and Evaluation (3)**

In this course students are introduced to models and processes for curriculum planning, organization, and evaluation through a district leadership perspective. Traditional and contemporary curriculum theories and frameworks are examined as they relate to curriculum issues and problems. Macro and micro levels of curriculum are explored to understand how knowledge is shaped in schools and how curriculum is organized to assist students to meet specific learning goals. Case studies are used to develop a practical working knowledge of contemporary problems and solutions to issues of curriculum, teaching, learning, and assessment. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

**EDL 624 - Professional Development and School Change (3)**

This course focuses on school change in the contexts of teacher learning and organizational culture. School improvement, teacher learning, and vision are linked by a focus on teaching as the core technology of schools. School culture, teacher professionalism, teacher knowledge, and instructional leadership are examined for the purpose of building instructional capacity and teacher professionalism within the organization. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

**EDL 625 - Scholarly Writing for Practitioners (1 TO 4)**

This course is designed to support candidates through the dissertation writing process by focusing on scholarly writing. The course will emphasize developing good dissertation writing practices and finding scholarly voice. Candidates will analyze exemplars and use current course assignments for writing practice. Pre-requisite(s): Initial enrollment in the EdD program. Co-requisite(s): None. 1-4 semester hours

**EDL 626 - Instructional Leadership (3)**

In this course students will examine theoretical and practical knowledge necessary for a school leader to guide curriculum, instruction, and assessment at the district level. Identification and exploration of assumptions, principles, and concepts of learning theories, strategies, and assessments to foster an inclusive learning community will be emphasized. The use of technology to inform and enhance instruction will also be examined. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

**EDL 628 - Organizational Inquiry (3)**

This course focuses on how well a school district is functioning as an organization. Students combine sociological analysis of organizational roles, structures, and dynamics with practitioner research methods to better understand and assess their school district’s organizational conditions, context, culture, and competencies. With the goal of uncovering and building organizational capacity from within, qualitative and quantitative research methods are applied to various organizational structures and operating systems that impact power distribution, information flow, collegiality, school climate, and leadership development. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

**EDL 630 - Understanding and Using Educational Research (3)**

In this course students analyze and critique theories, paradigms, and methods of practitioner-focused research that impact district educational policy and decision-making. This includes evaluation, experimental, and various forms of both quantitative and qualitative research. Students also study research that informs and influences product development (e.g., achievement tests, software, textbooks, training programs), policy decisions, and evaluation techniques utilized in the field by principals, superintendents, and state-level educational administrators. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours
EDL 632 - Data-driven Decision Making (3)
In this course students study the methodologies, assumptions, and the techniques for various types of data collection and analysis used by educational leaders. The course begins with an overview of student data as a form of organizational performance (e.g., test scores, graduate rates, attendance, etc.) then moves to the broader issues of evaluation, experimentation, quantitative analysis, and interpretivist analyses. The course ends with a review of current research and trends in data-driven decision making. Throughout the course students analyze cases to develop a practitioner's knowledge of research, evaluation, and data use for school improvement. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

EDL 690 - Educational Leadership Internship (1 TO 12)
The Ed.D. Internship in Educational Leadership provides interns with the opportunity to apply theoretical and empirical knowledge to solve practical administrative problems. Under the direction of an advising professor and a cooperating superintendent (or other district administrator with a superintendent endorsement), the intern will assume district-level leadership work in areas such as planning, finance, community and board relations, policy development, and curriculum and instruction. A minimum of 800 hours of work is required over two to three years. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. Co-requisite(s): None. 12 semester hours

EDL 693 - Educational Leadership Seminar (3)
The intern seminar provides an opportunity for administrative interns to integrate practical experience with theoretical models addressed in the program course work. Students will meet with the seminar professor weekly to review the activities in which the interns are involved, share experiences, and products, discuss the degree of success achieved, analyze administrative styles of cooperating administrators, analyze interpersonal relationships and integrate these with the theoretical modes, processes and skills. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

ELE - Elementary Education
ELE 210 - History and Philosophy of Education (3)
This course will focus on the history of ideas, individuals and events that have influenced the curriculum, organization, policies and philosophies of education in the United States. A special topic option allows students to pursue topics related to their area of interest within the education spectrum. Prerequisite(s): None. Co-requisite(s): None. 3 quarter hours

ELE 300 - Elementary Education: Practicum I Seminar/Field Experience (4)
Practicum I is an introductory course of directed observation and participation in an elementary education setting (K-9 classroom) designed to provide an overview of teaching and learning. The course integrates field-based experiences with on-campus seminars. During Practicum I, candidates complete a minimum of 40 preclinical hours at a specified school, attend seminars, participate in exit conferences, and begin an electronic portfolio. Practicum I is an integral component of the professional sequence and admission to the National College of Education is required. Prerequisite(s): Admission to NLU. 4 quarter hours

ELE 345 - Methods of Teaching Arts Education (3)
The course provides elementary education Bachelor of Arts program candidates the basic knowledge, understanding and use of the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary and middle level students. The course focuses on methods used to teach the arts across disciplinary content areas to individuals and groups. The appropriate use of technology in arts education is included. The course approaches the arts as a means for facilitating multiple intelligences for all learners. Prerequisite(s): LAA 110 or equivalent; LAU 110 or equivalent; Admission to National Louis University. 3 quarter hours

ELE 347 - Methods of Teaching Health and Physical Education (3)
The course provides elementary education Bachelor of Arts program candidates the basic knowledge, understanding and concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. Candidates will also know, understand, and use human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life. The course will orient candidates to the interrelationships and connections between health and physical education. Prerequisite(s): Admission to National College of Education 3 quarter hours

ELE 410 - Elementary Education Practicum II Seminar (3)
This advanced course integrates educational theory, practice based theory and understanding with field-
based experience and methods courses. It is the first in two consecutive quarters of integrated coursework and field-based experience. This course continues to expand the candidates’ work with the NCE Adaptive Cycles of Teaching, an experiential based curriculum designed to help teacher candidates plan, implement, reflect and analyze a core teaching practice. The concurrent field experience provides 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. Co-requisite(s): ELE 410, RLL 478 and MHE480A. 2 quarter hours

**ELE 415 - Elementary Education Practicum II Field Experience (2)**

This advanced field-based experience integrates knowledge from ELE 410 Practicum II Seminar, RLL 478 Literacy Methods I, and MHE480A Methods of Mathematics. The Practicum II field-based experience is the first in two consecutive quarters of field-based experience and integrated course work that provides an opportunity to bridge theory and practice. The candidate is actively involved two full days per week in a field-based practicum experience. This course will continue to expand the candidates’ work with the NCE Adaptive Cycles of Teaching, an experiential based curriculum designed to help teacher candidates plan, implement, reflect and analyze a core teaching practice. Pre-requisite(s): None. Co-requisite(s): ELE 410, RLL 478 and MHE480A. 2 quarter hours

**ELE 420 - Elementary Education: Practicum III (3)**

An advanced course that continues to integrate educational theory and understanding with field experience and methods courses; Practicum III and Student Teaching are linked experiences. Through this three term professional sequence, the student participates actively in a full academic year in elementary/middle level schools. The concurrent university course and field experiences provide an opportunity to bridge theory and practice. In Practicum III, the students evaluate and apply independently the concepts introduced in Practicum II and elaborate in Practicum III, and continue to refine these concepts in Student Teaching. Prerequisite(s): Admission to National College of Education; a grade of "C" or better in ELE 410, ELE 415, and the two concurrent methods courses taken concurrently with Practicum II. Co-requisite(s): Practicum III Field experience. Two Methods courses. 3 quarter hours

**ELE 425 - Elementary Education Practicum III: Field Experience (2)**

An advanced course integrating knowledge from ELE 420 and methods courses, the Practicum III field experience is the second in two consecutive quarters of field experience and integrated coursework. The field experience and university course provides an opportunity to bridge theory and practice. The candidate is actively involved two full days per week in a school-based practicum experience. Practicum III Field Experience is linked to the Student teaching experience. Prerequisite(s): Admission to National College of Education; A grade of "C" or better in ELE 410, ELE 415, and the two concurrent methods courses. Co-requisite(s): Practicum III Seminar, Two methods courses. 2 quarter hours

**ELE 444 - Classroom Management (5)**

This course is designed to explore current practices in classroom management. Various aspects affecting student behavior will be considered, such as cultural and family background, classroom standards of behavior, classroom environment, instructional organization, school policies, the rights and responsibilities of students, parents and teachers and approaches to classroom management. Prerequisite: Admission to National College of Education. 5 quarter hours

**ELE 470 - Elementary Education: Student Teaching (12)**

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 grade of "C" or better in ELE 410, ELE 415, ELE 420 and ELE 425, and all four methods courses. Passing score on State of Illinois Content Area Test for Elementary and Middle Level [110]. 12 quarter hours

**ELE 483 - Workshop/Elementary Education/Contemporary Issues (1 TO 6)**

1-6 semester hours

**ELE 492 - Workshop/Educational Methods (1 TO 6)**

1-6 semester hours

**ELE 494 - Independent Study/Elementary Education (1 TO 6)**

1-6 semester hours
ELE 495 - Selected Topics in Elementary Education (1 TO 6)

Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript. There is no limit on the number of 495 courses which can apply to the degree, although each topic may be taken only once. 1 to 6 quarter hours.

ELE 500 - Elementary Education Practicum I: Teaching and Learning in Diverse Settings (3)

The course orients candidates to the education profession through the study and the application of curriculum and instruction as it supports the learning of individuals and groups. Candidates gain an initial understanding of classroom environments that encourage learners and collegial professional relationships in the school. This course introduces elementary education teacher candidates to the roles and responsibilities of teachers in grades 1 - 6. The course combines a university seminar and a minimum of 40 clock 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 pre-requisite for ELE510 Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

ELE 505 - Instructional Practices in Context: Curriculum, Assessment, and Technology (3)

This is a course in which elementary education teacher candidates are introduced to basic theories and practices related to curriculum, assessment, and technology. Candidates will learn specific ways to organize curriculum, develop assessment strategies, and incorporate appropriate technology into their planning and instruction across all disciplines within diverse. These contexts include grade level differences as well the disciplines of language arts, mathematics, science, social studies, fine arts and health and physical education as they relate to elementary education classrooms. Prerequisite(s): ELE 500. Co-requisite(s): None. 3 semester hours

ELE 510 - Elementary Education Practicum II: Advanced Teaching and Learning in Diverse Settings (3)

The course continues the professional development of elementary education teacher candidates concerning the roles and responsibilities of teachers in grades 1 - 6. The course combines a university seminar and a minimum of 50 hours of field experiences focusing on active involvement with a cooperating teacher and his/her class. The course advances candidates’ engagement in the profession through study and application of instruction to support the learning of individuals and groups and their understanding of environments that encourage learners and collegial relationships in the school. The course is a prerequisite for ELE590 Student Teaching. Prerequisite(s): ELE500, ELE505, EPS511, CIL531, FND510, SPE500. Two of the following: CIS480B, MHE480B, RLL538, SCE480B, ELE545, ELE547. Co-requisite(s): None. 3 semester hours

ELE 527 - Politics and Policy of Urban Education and Data Management (1 TO 3)

This course is designed to introduce practicing teachers to educational policy debates, with particular focus on the major issues and challenges facing teachers in urban school settings. This course examines data-driven decision making, turnaround and networked models of reform, looking at theories of change implementation challenges, and the realities of current urban turnaround school teachers. The course is designed to encompass a macro view of school policy and reform while considering micro questions, evidence, and supports, with an eye towards how to move current teacher-ideas into action and proof of change using identifiable and reproducible education data metrics. Prerequisite(s): Admission to Urban Teaching Program or Permission of Instructor Co-requisite(s): None 3 semester hours

ELE 540 - Elementary Methods across the Curriculum (4)

This course will address pedagogy and recent developments in theory, curriculum, methods, materials, and instructional issues related to teaching and learning of science, mathematics, and social studies in the elementary classroom. It is designed to develop beginning knowledge, skills and dispositions that will enhance the ability to teach and to integrate content areas. Students complete a minimum of 43 hours of preclinical experiences while enrolled in this class. Prerequisites: Admitted M.A.T. students only. 4 semester hours

ELE 545 - Methods for Teaching Arts Education (1)

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): ELE 500, EPS 511, and the general education requirement of 2 sh in the arts. Co-requisite(s): None. 1 semester hours
ELE 547 - Methods for Teaching Health and Physical Education (1)

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. Prerequisite(s): ELE 500, EPS 511. Co-requisite(s): None. 1 semester hour

ELE 569 - Portfolio Development for Subsequent Certification (4)

This is the initial course designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in early childhood education; elementary education; secondary education for science; social sciences, English language arts, or mathematics; special education for LBS-I; or K-12 foreign language. A portfolio documenting knowledge and experiences encompassing the certification standards for the certificate being sought will be created. This course is required for all candidates seeking subsequent certificates through the focused program. Prerequisite(s): Valid Illinois certificate. 4 semester hours

ELE 571 - Portfolio Development for MAT Degree Completion with Time Extension (1)

This course is designed for Master of Arts in Teaching candidates to document their knowledge and skills needed to complete the degree after the university’s six-year time limitation has expired. This course is for candidates who were enrolled in MAT degree programs in Early Childhood Education, Elementary Education, Secondary Education [science, social science, English/language arts, mathematics, K-12 foreign language], and in Special Education – LBS 1. Candidates will develop an online portfolio demonstrating their currency regarding knowledge and performance indicators for the content areas standards of educators in the degree program being pursued. Pre-requisite(s): Professional Educator License. Co-requisite(s): None. 1 semester hour

ELE 575 - Subsequent Certification Practicum (3 TO 6)

This course is designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in elementary education. The candidate will be required to complete between 75 and 150 hours in a classroom setting that is represented in the subsequent certificate. The candidate will also meet for seminar with a faculty member in the subsequent certificate area. Enrollment in this class requires advance application and approval. Prerequisite(s): ELE 569. Completion of all content coursework as described on the transcript assessment. Completion of individual program of study as determined by initial portfolio review. Application for placement with preclinical review of portfolio. Passing score on Illinois Test of Basic Skills on file at NCE. Passing score on Illinois Subject Area Test for the subsequent certificate on file at NCE. Current TB test. Current Criminal Background Check. 3-6 semester hours

ELE 583 - Workshop/Contemporary Issues (1 TO 6)

1-4 semester hours

ELE 585 - Workshop/Instructional Practices (1 TO 6)

1-4 semester hours

ELE 587 - Resident Teacher Practicum Elementary Education (1 OR 2)

Resident Teacher Practicum is a course of directed observation and participation in an elementary education setting aimed at providing a variety of in-depth experiences prior to student teaching. The course integrates field-based experiences with on-site seminars for preservice teacher candidates who are working full-time as teacher assistants in a K-8 classroom. During the course, students (residents) complete a minimum of 30 preclinical observation hours in elementary classrooms in at least two different CPS schools other than their assigned training site. These hours are arranged by the Academy for Urban School Leadership. Prerequisite(s): Admission to the MAT Elementary Education program at NLU. Acceptance in the full-time resident program as a teacher assistant at AUSL 1-2 semester hours. (May be repeated once up to 3 semester hours).

ELE 590 - Elementary Education: Student Teaching (6)

This course concludes the pre-service professional development of elementary education teacher candidates concerning the roles and responsibilities of teachers in grades 1-6. 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,
ELE 510, EPS 511, FND 510, SPE 500, CIS 480B, RLR 500, RLL 480B, MHE 480B, SCE 480B, ELE 545, ELE 547. Co-requisite(s): None. 6 semester hours

ELE 592 - Elementary Education: Alternative Certification Internship (3)

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

ELE 594 - Independent Study/Elementary Education (1 TO 4)

1-4 semester hours

ELE 595 - Special Topics/Elementary Education (1 TO 6)

1-4 semester hours

ELE 597 - Resident Student Teaching Elementary Education (3)

A key purpose of full-time, university supervised student teaching is to enable pre-service teachers to make the transition into the profession of teaching. Beyond time spent in a classroom with students, teacher candidates build relationships with colleagues, administrators, and parents as well as focus on their own individual development. A monthly student teaching seminar is an integral part of the student teaching experience. The purpose of the seminar is to provide teacher candidates with a framework of support, reflection and instruction as they meet the responsibilities of student teaching and fulfill the NCE Elementary Education Program requirements for this course. Prerequisite(s): Admission to the MAT program in Elementary Education. Successful completion of ELE Resident Teacher Practicum (ELE587) in Elementary Education. Pass the Illinois Elementary Education State Content Test #110. May be repeated once for a maximum of 6 semester hours. 3 semester hours

EPD - Educational Psychology, Doctorate

EPD 654 - Multi-tiered Support in Mental Health (3)

This course explores systems and methods of integrating multi-tiered support services including social, emotional, and behavioral evidence based interventions (EBI) to support learning in schools. Focusing on integrating academic and social-emotional service delivery within levels or tiers, the course highlights the role of leadership in building systemic change through team collaboration and use of empirically-based practices in a school-wide Response to Intervention (RtI). Topics of study include direct and indirect mental health services for children, families, and schools to promote learning, prevent and respond to problems, and cultivate family-school collaborative services. The course also addresses systemic challenges of diversity including cultural, ethnic, linguistic, gender, and socio-economic factors. Prerequisite(s): Entrance to the School and Educational Psychology Doctoral Program. 3 semester hours

EPD 658 - Brief Therapy and Interventions in Educational Settings (3)

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, EPS 520, EPS 562D, EPS 562E, EPS 562F, or consent of instructor. 3 semester hours

EPD 659 - Studies in Family-School Partnerships and Relationship-Building (3)

This course examines interactive dynamics of families and schools that lead to the construction of collaborative family/school partnerships. These family/school partnerships are designed to enhance learners' cognitive and social-emotional growth and learning and to promote mutual family/school involvement in the process of quality schooling for children. The influence of diverse family and school characteristics, resources, beliefs, attitudes, and values will be examined for their contributions to building collaborative home/school relationships. Evidence-based theoretical and research approaches will be explored and applied to the process of building meaningful family/school collaborations. Prerequisite(s): Doctoral standing or permission of instructor. 3 semester hours
EPD 660 - Advanced Studies in Cognition: Learning and Knowledge as Social Practices (3)

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 (EPS 541 or EPS 511) 3 semester hours

EPD 667 - Advanced Studies in Cognition: Learning through Design-Based Research in Schools (3)

This course is devoted to the study of cognition and learning in classroom and school contexts. Students examine learning through a process of design-based research. Individuals engaged in design-based research utilize domain-specific learning theory and research to outline cycles of instructional design, enactment, and analysis, and redesign in natural learning contexts. Students examine examples of published design research to derive frameworks, principles, and methods for action. Students draw from the literature to develop their own design experiments including appropriate assessment tools and evaluation processes to embed within the design. Students are expected to design and implement one research cycle during the course. Pre-requisite(s): EPS 541 Cognition and Instruction (or equivalent course); a graduate level research design course. Co-requisite(s): None. 3 semester hours

EPD 668 - Interpersonal Relationship in Culturally Diverse Educational Environments (3)

The social fabric of today's schools is woven with many cultures and languages. This complex fabric requires educators and students to understand individuals from cultures outside their own. To develop such understanding, students first explore and critique the vast literature on ethnic and cultural issues in conflict creation and its resolution and peace education. Students also examine theories, research, and practice related to identity development, perception of "the other," and prejudicial attitudes and behavior. Lastly, students explore the interrelations among theories, research and practice in building positive social relations and manage or resolving conflicts in diverse educational cultural settings. Prerequisite(s): Doctoral standing or permission of instructor. 3 semester hours

EPD 669 - Advanced Studies in Problem-Solving Special Education and School Psychology Service Delivery Systems (3)

Students will learn about IDEIA changes that legitimize service provision in a 3-tier prevention model based on severity of educational needs and intensity of resources required to produce meaningful educational benefit. These services are delivered through a Problem-Solving model, including FLEX in Illinois. Students will learn a variety of forms of Problem-Solving that have a strong philosophical underpinning and procedural components (e.g. universal screening, progress monitoring) that distinguish it from referral-test-place special education practices. Procedural practices as implemented in schools and states across the country will be presented. Prerequisite(s): Doctoral standing or permission of instructor 3 semester hours

EPD 694 - Independent Study/Educational Psychology (1 TO 3)

1-3 semester hours

EPD 695 - Special Topic/Educational Psychology (1 TO 3)

1-3 semester hours

EPS - Educational Psychology

EPS 300 - Educational Psychology: Theory in Classroom Practice (5)

This course explores child and adolescent development and learning in school/classroom, family, and community contexts. Special attention is paid to how features of these contexts mediate positive social-emotional, linguistic, and cognitive/academic student learning outcomes. Candidates will have opportunities to learn and practice using various tools and strategies to explore classroom and individual learning processes. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

EPS 301 - Educational Psychology for Teachers (3)

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

EPS 500A - Contemporary Survey of Child Development with a Focus on Early Childhood (3)

This course introduces human development from birth through adolescence, with a special focus on development from birth through eight years old. Emphasis is placed on the physical, neurological, cognitive, linguistic, social, emotional, moral, spiritual, and cultural development of children, particularly the young child. Emphasis will be on the typically developing child; however, various developmental patterns will be explored. Contemporary issues related to the care and education of young children will be critically examined relative to the developmental domains. As part of this course students will be required to complete a case study involving 10 to 16 hours of observation. Prerequisite(s): None. 3 semester hours

EPS 507 - Developmental Psychopathology (3)

This course examines psychopathology in childhood and adolescence as it impacts cognitive and social-emotional functioning in school and family contexts. Candidates will critically examine evidence-based knowledge about etiology, essential features, and effective prevention and intervention strategies for psychopathologies from an integrated diversity, genetic, neurophysiological, psychogenetic, and social perspective. Medical, psychosocial, and response to intervention models of prevention and intervention will be addressed. Prerequisite(s): EPS 511 or admission to the School Psychology program. 3 semester hours

EPS 509 - Structure and Organization of the Educational System for School Counselors (2)

Introduces students to the structure, organization and operation of the educational system with an emphasis on P-12 schools. Course is designed for School Counseling professionals who function in roles that support direct instruction and intervene with students and their families in school settings. Activities provide an open forum in which students first understand and then construct their own ideas about effective schooling in the United States. Prerequisite(s): Graduate standing or admission to the School Counseling Program and/or permission of instructor. 2 semester hours

EPS 511 - Human Learning and Development in Instructional Contexts (2 OR 3)

Candidates learn information from evidence-based foundational psychological theories and research that address human development and how people learn and apply this knowledge to the design of teaching and learning experiences in P-12 classrooms. Cognitive and social-emotional development and learning processes of P-12 learners are examined. Candidates learn how to use high-leverage practices and habits of mind that promote ongoing learning and mental health in schools and acquire skill in creating safe, supportive, and productive classroom climates. Prerequisite(s): None. Co-requisite(s): None. 2 or 3 semester hours

EPS 512 - Culturally Responsive Classroom Environment (2)

Candidates learn how to build and sustain classroom communities that foster rapport, learning, and motivation for all learners. By applying principles of culturally responsive pedagogy and motivation, candidates will examine how school and classroom environments support and/or inhibit learning, motivation, and a sense of membership. Candidates will also identify, evaluate, and implement classroom and school-community based practices as they design a comprehensive plan to develop a culturally responsive classroom environment. Prerequisite(s): Consent of instructor, Graduate level status in National College of Education and admittance into Masters of Urban Teaching program. 2 semester hours

EPS 513 - Frameworks for Data Driven Instruction (1 TO 3)

In this course candidates learn to interpret and apply various data-driven instruction frameworks used in school settings. Some frameworks include the use of national assessment data, state assessment data, various individual school level data available to teachers, and classroom assessment data. Candidates also design their own framework for data informed instruction. Focus is on advanced studies in data-based decision making. Candidates research, display, and practice classroom data analysis in the areas of curriculum design, academic intervention, behavior intervention, attendance intervention, and student achievement. Prerequisite(s): Admission to MED program or permission of instructor. 1-3 semester hours

EPS 523 - Short-Term Family Therapy (3)

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, EPS 520, EPS 562D, EPS 562E, EPS 562F, or consent of instructor. 3 semester hours
**EPS 526 - Organizational Theory, Group Dynamics and Leadership Applications (.5 TO 3)**

Using Systems Theory as an integrating paradigm, this course is designed to deepen participants’ awareness of how they affect and are affected by others in different group situations. Personal assessment is continuous throughout the course as students examine different ways of working effectively in groups as both leader and group member. Topics include an analysis of leadership style, cross-cultural communication, and an assessment of organizational climate in the context of early childhood programs. Opportunities are provided for participants to apply the concepts of organizational theory, group dynamics, and models of leadership in their respective educational settings. Prerequisite(s): None. Co-requisite(s): None. 0.5 - 3 semester hours

**EPS 527 - Group Theory and Classroom Applications (1.5 TO 3)**

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.

**EPS 528 - Human Development and Learning (1.5 TO 3)**

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.

**EPS 530 - Educational Assessment for Problem Solving (2)**

Students will learn an ecological assessment approach designed to prevent and remediate learning problems in a multi-tiered problem-solving model. Building on a foundation of measurement basics, students will learn interviewing regarding instruction, observing student-teacher instructional interactions, and basics of Curriculum-Based Measurement (CBM) for purposes of universal screening and progress monitoring. School Psychology students must take this course concurrently with EPS563A School Psychology Practicum I. Prerequisite(s): Admission to the Ed.S. or Ed.D. School Psychology Program; ESR 502, EPS 540 or equivalent. 2 semester hours

**EPS 532 - Cognitive Assessment (2)**

Candidates examine different models and methods of assessing cognitive abilities in children and adolescents. Emphasis is placed upon practicing the administration and scoring procedures of measures commonly used to assess individual cognitive ability and processing in educational settings. Candidates develop an understanding of the questions these measures address and the integration of these measures with other tools. Candidates critically examine the nondiscriminatory use of these tools with diverse populations. Prerequisite(s): ESR 502 or equivalent. Admission to the School Psychology Program. 2 semester hours

**EPS 535 - Working with Families and Children (1 TO 3)**

School psychology students will engage in readings, discussion, and observations of evidence-based interventions for working with families in schools and within the community. Students will learn and gain experience in observing families, interviewing parents, and obtaining strategies for conducting parenting programs. Coursework will be distributed over the NLU academic year. Emphasis is placed on integrating theory and concepts from a developmental perspective of social, emotional, behavioral, cognitive, and academic domains into effective family programs. Issues of working with families of diverse cultural, linguistic, and socio-economic status are explored. Prerequisite(s): Admittance into the School Psychology Program. 1-3 semester hours (May be repeated twice up to 3SH)

**EPS 539 - Foundations of Behavioral Support (2)**

The course emphasizes a multi-tiered service delivery model for social emotional learning and data-based decision making. Students will learn foundational cognitive and behavioral principles that affect teaching and learning in the tiered school environment with an emphasis on data collection for problem identification and developing behavior intervention plans. Students will conduct functional behavioral assessments, employing both interviewing and observational skills. Based on the assembled information and team problem solving process, students will design and implement a behavior support plan. Students in the School Psychology
Program must take this course concurrently with EPS 562C. Prerequisite(s): EPS 500, EPS 541 or the equivalent. Co-requisite(s): EPS 562C. 2 semester hours

**EPS 540 - Introduction to School Psychology Practice (2)**

This course provides an overview of school psychology practice, with an emphasis on the contemporary role as a contributor to a school community's implementation of evidence-based practices to improve achievement and social-emotional outcomes for all students. A course cornerstone is the identification of discrepancies between ideal, equitable practices and actual school practices with respect to desirable social outcomes. Students take this course concurrently with EPS 563B School Psychology Practicum I to enable integration of concepts and actual school practices. Pre-requisite(s): Admission to the Ed.S. or Ed.D. School Psychology Program. Co-requisite(s): EPS 563B. 2 semester hours

**EPS 541 - Cognition and Instruction (1 TO 2)**

In this course candidates deepen and extend their teaching practice through an examination of contemporary research on student cognition and learning in domains central to their practice. The focus is on how students acquire knowledge and skill within academic disciplines and the nature of the learning environment that supports their academic growth. Course materials emphasize metacognitive learning and the role representational tools such as concept mapping can play in the learning process. Emphasis is also placed upon assessments for learning and their potential to foster self-directed learning. Prerequisite(s): Human Development Course and/or Introductory Educational Psychology course; or consent of instructor. Co-requisite(s): none. 1-2 semester hours

**EPS 543 - Social and Emotional Learning in the Schools: School-Wide Intervention (3)**

This is the first of a two-course series in mental health prevention and intervention in the schools. The course is designed to examine the need for social and emotional learning (SEL) in the school-wide environment and implement empirically-based SEL skills within the whole school and classroom climates. The course is sensitive to diverse cultural and economic environments promoting early promotion and school-wide mastery of SEL skills. There is a field experience connected with this course. Prerequisite(s): EPS 500. 3 semester hours

**EPS 544 - Social and Emotional Learning in the Schools: Individual and Group Interventions (3)**

This is the second of a two-course series in mental health prevention and intervention in the schools with a focus on social and emotional learning in the school environment. The course is designed to examine the need for social and emotional learning (SEL) in the school-wide environment and implement empirically-based SEL skills within the whole school and classroom climates. This course yields a specific focus on the use of empirically validated SEL interventions with tier two students within a small group and/or individual intervention focus. The course focuses on the use of group and individual consultation with individual and/or groups of both teachers and parents with a focus on coaching, modeling and teaching SEL skills. The course is sensitive to diverse cultural and economic environments promoting early promotion and school-wide mastery of SEL skills. There is a field experience connected with this course. Prerequisite(s): EPS 500; EPS 543. 3 semester hours

**EPS 545 - Cognition and Instruction and Curriculum (for School Psychology Majors) (3)**

Students examine contemporary research on cognition, learning, and academic achievement relevant to planning and problem solving student learning needs in diverse school and classroom contexts. Discussion focuses on research based learning principles that help to inform the design of effective learning environments. Special attention is devoted to cognitive, metacognitive, motivational, social, developmental, and individual differences dimensions of learning. Students analyze the relationship between research based principles and contemporary curricula, instructional practices, and assessment tools. Students extend their understanding by interviewing teachers and observing instruction in diverse classrooms. Fifteen hours of classroom observation is required. Prerequisite(s): Basic course in human development, Graduate admission to NCE. 3 semester hours

**EPS 546 - Methods of Intervention in a Tiered Service Delivery Model (3)**

Students will learn about evidence-based reading, math, and writing instruction as they relate to curricula material construction kindergarten through grade 12. Students will analyze and implement curricula materials used as part of a tiered service delivery model in schools. Assessment and evaluation for the purposes of instructional planning will be emphasized. Prerequisite(s): Admittance into the School and Educational Psychology Program. 3 semester hours

**EPS 561A - Theory and Practice of School-Based Consultation I (2)**
This is the first course in a three course sequence examining theories and practices of school-based consultation. Through the series of three courses, candidates will explore school based consultation models, the role of consultation in prevention, intervention, social justice, and problem solving. Candidates will acquire and practice consultation skills in a school setting. In the first course of the sequence, the focus will be on collaborative communication skills and the beginning stages of problem solving. Candidates are expected to participate in ongoing group and individual university-based supervision in conjunction with this course. Prerequisite(s): Admissions into the School Psychology Program, or permission of the School Psychology Program Coordinator. Co-require(s): This course must be taken concurrently with EPS 563B, School Psychology Practicum II. 2 semester hours

**EPS 561B - Theory and Practice of School-Based Consultation II (2)**

This is the second course in a three course sequence examining theories and practices of school-based consultation. Through the series of three courses, candidates will explore school based consultation models, the role of consultation in prevention, intervention, social justice, and problem solving. Candidates will continue to practice consultation skills in a school setting. In the second course of the sequence, the focus will be on problem analysis, instructional assessment, and intervention design, implementation, and evaluation. Candidates are expected to participate in ongoing group and individual university-based supervision in conjunction with this course. Prerequisite(s): Admission into the Psychology Program, EPS 561A or equivalent course, or permission of the School Psychology Program Coordinator. Co-require(s): This course must be taken concurrently with EPS 563B, School Psychology Practicum II. 2 semester hours

**EPS 561C - Theory and Practice of School-Based Consultation III (2)**

This is the third course in a three course sequence examining theories and practices of school-based consultation. Through the series of three courses, candidates will explore school based consultation models, the role of consultation in prevention, intervention, social justice, and problem solving. Candidates will continue to practice consultation skills. In the third course, the focus will be on systems-level consultation, and working on school teams. Candidates will participate in one or more school-based teams at their practicum sites. Students are expected to participate in ongoing group and individual university-based supervision in conjunction with this course. Prerequisite(s):

Admission into the School Psychology, EPS 561A, EPS 561B or equivalent courses, or permission of the School Psychology Program Coordinator. Co-require(s): This course must be taken concurrently with EPS 563B. 2 semester hours

**EPS 562A - Practicum in School Psychology I: Reflective Observation of School Practices (1)**

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 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, EPS 562A must be taken concurrently with EPS 540; EPS 562B must be taken concurrently with EPS 541; EPS 562C must be taken concurrently with EPS 539. 1 semester hour

**EPS 562B - Practicum in School Psychology I: Reflective Observation of School Practices (1)**

This practicum series provides a variety of structured observational experiences in cooperating schools for school psychology students. Over the three quarter period, students shadow a school psychologist, observe and interview various school professionals concerning their roles and practices, observe a variety of classroom practices, interview teachers regarding their goals for various activities, and reflect upon and analyze in-depth a sample of these practices. An emphasis is placed upon understanding appropriate practices in culturally diverse contexts. Individual and group supervision is provided by NLU faculty and approved field-based supervisors. Prerequisites: admitted school psychology student, EPS 562A must be taken concurrently with EPS 540; EPS 562B must be taken concurrently with EPS 541; EPS 562C must be taken concurrently with EPS 539. 1 semester hour

**EPS 562C - Practicum in School Psychology I: Reflective Observation of School Practices (1)**

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, EPS 562A must be taken concurrently with EPS 540; EPS 562B must be taken concurrently with EPS 541; EPS 562C must be taken concurrently with EPS 539. 1 semester hour

**EPS 563A - School Psychology Practicum I (1)**

This course supports a year-long practicum that provides a variety of structured observational experiences in cooperating schools for school psychology candidates. Over a three-quarter period, candidates are assigned to work with a school psychologist in a school setting to observe school practices and participate in school psychology professional practices. An emphasis is placed upon understanding best practices in a multi-tier services and supports model including Response to Intervention (RtI) in schools with diverse populations. Prerequisite(s): Admission to the Ed.S or Ed.D. School Psychology Program. 1 semester hour. (May be repeated twice to 3SH).

**EPS 563B - School Psychology Practicum II (1 TO 3)**

This practicum series is designed for students seeking state certification in school psychology. Over a three-quarter period, students work in schools with practicing school psychologists and other educators in a variety of experiences consistent with their future professional role. An emphasis is placed upon promoting evidence-based practices in a preventive approach including early intervention for those students who need it. In addition to weekly field-based supervision, students participate in weekly on-campus faculty supervision for additional understanding, feedback, and targeted applied learning. Prerequisite(s): Admission to the Ed.S. or Ed.D. School Psychology Program; EPS 530; EPS 532; EPS 540; EPS 545; EPS 539; EPS 563A. Co-requisite(s): None. 1-3 semester hours

**EPS 563C - Working with Families and Children Practicum (1 TO 3)**

School psychology candidates will participate in a supervised practicum providing them with opportunities to plan, market, and implement a training program for families in collaboration with schools and other community agencies. Students will learn how to facilitate implementation of an evidence-based training program that emphasizes working collaboratively, effectively, and sensitively with families of diverse cultural, linguistic, and socioeconomic backgrounds. Students will use The Incredible Years Program Series or another evidence-based series focused on strengthening parenting competencies and fostering parent involvement in schools to promote children’s academic, social and emotional competences and reduce conduct problems. Prerequisite(s): Admittance into the School Psychology Program or by permission of instructor. Co-requisite(s): EPS 535. 1-3 semester hours. (May be repeated twice up to 3SH).

**EPS 581 - Workshop/Educational Psychology/Humanistic Education (1 TO 6)**

1-4 semester hours

**EPS 582 - Workshop/Educational Psychology/Human Development (1 TO 6)**

1-4 semester hours

**EPS 586 - Workshop/Educational Psychology/Assessment (1 TO 6)**

1-4 semester hours

**EPS 587 - Workshop/Educational Psychology/Behavior Management (1 TO 6)**

1-4 semester hours

**EPS 588 - Workshop/Educational Psychology/Therapy with Children (1 TO 6)**

1-4 semester hours

**EPS 590 - Internship in School Psychology (2)**

The School Psychology internship is a 10 to 12-month (1500 hour) full-time experience in broad areas of school psychology, under the supervision of university, field-based, and peer-group supervisors. Consistent with NASP best practice guidelines for internship, interns are expected to have sufficient breadth and depth of experiences within domains as specified by NASP and ISBE. Consistent with the NASP Blueprint III, interns are expected to achieve competency in at least one domain upon completion of the internship. Upon successful completion of EPS 590 and the field-based internship experience, students will be eligible to apply for state certification as a school psychologist. Prerequisite(s): Completion of all courses required in the EDS School Psychology Program. Co-requisite(s): Internship experience at a field-based site. 2 semester hours each for 3 terms (total = 6 semester hours)

**EPS 593 - Professional Issues in School Psychology (1)**

The purpose of this course is to provide the opportunity to explore professional school psychology practice issues from the perspective of three sources of influence, (a) the law, (b) professional ethics, and (c) evidence-based practices. These sources of influence will be examined from the perspective of schools with diverse needs and resources. Prerequisite(s): Admission to the School Psychology Program; EPS 540; EPS 530; EPS 531; EPS 532; EPS 541; EPS 539; EPS 563A or equivalent. Co-requisite(s): Concurrent enrollment in EPS 563B. 1 semester hour (May be repeated twice up to 3 SH)
EPS 594 - Independent Study/Educational Psychology (1 TO 4)
1-4 semester hours

EPS 595 - Special Topics/Educational Psychology (1 TO 5)
1-3 semester hours

EPS 647 - Interventions in Schools with Multicultural Students (3)
The course examines cultural, socioeconomic, and ethnic variables that impact service delivery in school psychology. Through readings, discussions, inquiry, and field activities, students will examine cultural factors underlying human development and gain an understanding and appreciation of cultural and ethnic differences among individuals, groups, and families. Students will enhance their ability to apply their knowledge in the area of multiculturality to their personal lives as well as their professional work. Prerequisite(s): Admission to the School Psychology Doctoral Program or permission of Program Director. 3 semester hours

EPS 654 - Multi-Tiered Systems of Support in Mental Health (3)
This course explores systems and methods of integrating multi-tiered support services including social, emotional, and behavioral evidence based interventions (EBI) to support learning in schools. Focusing on integrating academic and social-emotional service delivery within levels or tiers, the course highlights the role of leadership in building systemic change through team collaboration and use of empirically-based practices in a school-wide Response to Intervention (RTI). Topics of study include direct and indirect mental health services for children, families, and schools to promote learning, prevent and respond to problems, and cultivate family-school collaborative services. The course also addresses systemic challenges of diversity including cultural, ethnic, linguistic, gender, and socioeconomic factors. Prerequisite(s): Admission to the School Psychology Doctoral Program. 3 semester hours

EPS 659 - Studies in family-school partnerships and relationship-building (3)
This course examines interactive dynamics of families and schools that lead to the construction of collaborative family/school partnerships. These family/school partnerships are designed to enhance learners' cognitive and social-emotional growth and learning and to promote mutual family/school involvement in the process of quality schooling for children. The influence of diverse family and school characteristics, resources, beliefs, attitudes, and values will be examined for their contributions to building collaborative home/school relationships. Evidence-based theoretical and research approaches will be explored and applied to the process of building meaningful family/school collaborations. Prerequisite(s): Doctoral standing or permission of Program Director. 3 semester hours

EPS 668 - Diversity and Multiculturalism in Schools (3)
This course examines the complex influences of cultural, socioeconomic, gender, language, and class variables on learning and development of all individuals. Students will critically examine the theory and research literature on topics such as sociocultural education, identity, language, transnationalism, differentiated instructions, social relations, and beliefs about self and "the other." Students will also explore theories and research that probe questions critical to understanding aspects of social and educational environments that are conducive for learning and development of individuals from multicultural, multilingual, and multiclass backgrounds. Prerequisite(s): EPS647, admission to the doctoral program, or permission of Program Director. 3 semester hours

EPS 669 - Multi-Tiered Systems of Services and Supports as a Vehicle for School Change (3)
Students will learn historical perspectives regarding the shift in school service delivery systems from reactive and segregated models based on presumptions of disability to proactive, early intervening and inclusive systems based on educational need. Students will learn the principles of multi-tiered services as well as how they are delivered across the United States within the knowledge base about school change. Prerequisite(s): Admission to the School Psychology Doctoral Program; EPS 540; EPS 530; EPS 531; EPS 532; EPS 541; EPS 539; EPS 563A, EPS 563B or equivalent. 3 semester hours

EPS 670 - Fundamentals of Supervision (1 TO 3)
The purpose of this course is to offer advanced doctoral students both didactic and experiential training in the area of supervision, with specific attention to supervision of educational and psychological services in schools. Students will develop self-awareness of their needs and competencies as supervisors while learning about theoretical models with a focus on developmental models, research, and ethical and professional issues in supervision. Students will act as supervisors for less experienced students engaged in practicum work and will receive metasupervision (supervision of supervision) from the course professor within a vertical supervision process, as well as from peers during small group supervision. Prerequisite(s): EPS 562D, EPS 562E, and EPS 562F or equivalent. Co-
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ESS 692 - Doctoral Practicum in School Psychology (2)

The School Psychology Doctoral Practicum is a three consecutive term experience which emphasizes doctoral level skills designed to deepen the leadership role of school psychologist as participant in school-wide and tiered data-driven problem solving process. Students learn to apply assessment and intervention skills in areas of academic and social-emotional learning as required within two domains of the National Association of School Psychologists (NASP) Standards. This practicum experience is associated with three core doctoral courses offered in first year of doctoral studies. This practicum experience is a total of 600 practicum hours and 6 semester hours of credit. Prerequisite(s): Completion of Ed.S. coursework in School Psychology. 2 semester hours. (May be repeated twice up to 6 SH).

EPS 695 - Special Topics in School Psychology (2)

This set of seminars addresses special topics in School Psychology that affect systemic decision making; emerging ideas in teaching and learning as they relate to the design of various school environments; emerging ideas in the promotion of social emotional learning; the role of assessment in the learning process; family school partnerships and the on-going development of the school psychology professional. Prerequisite(s): Admission to the School Psychology Doctoral Program. 2 semester hours

EPS 690 - Doctoral Internship in School Psychology (2)

The School Psychology doctoral internship is a 12-month (1500 hour) full-time experience in broad areas of school psychology, under the supervision of university, field-based and peer-group supervisors. Consistent with NASP best practice guidelines for internship, interns are expected to have sufficient breadth and depth of experiences within domains as specified by NASP and ISBE. Consistent with the NASP Blueprint III, interns are achieved to achieve competency in at least one domain upon completion of the internship. Some students may choose to complete the internship through the Illinois School Psychology Internship Consortium (ISPIC). Upon successful completion of EPS 690B and the field-based internship experience, students will be eligible to apply for state certification as a school psychologist. Prerequisite(s): Successful completion of all program courses, the comprehensive examination, and proposal of the doctoral dissertation. 2 semester hours. May be repeated 3 times up to 8SH.

ESSR 502 - Research Analysis Methods for Educational Psychologists (2)

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

ESSR 503 - Applied Research Methods for Educational Psychologists (2)

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

ESSR 504 - Assessment and Curriculum Differentiation in Early Childhood Settings (3)

This course explores the definitions, purposes, and theories of assessment and curriculum differentiation in early childhood settings. The implication of assessments, ethical concerns, and appropriate assessment practices are discussed. Candidates learn various forms of authentic and other performance-based assessments appropriate for young children from different cultural, linguistic, and social economic backgrounds. Candidates learn meaningful ways to collect data on child performance, analyze and interpret teaching effectiveness, and utilize the assessment results for curriculum planning and
differentiations. At least five hours of observation in early childhood settings are required. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

ESR 505 - Educational Inquiry and Assessment (3)

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 ESR 506 and ESR 507 may not receive degree credit for ESR 505. This course is for students in M.Ed. programs. Prerequisite(s): None 3 semester hours

ESR 514 - Research in Action: Becoming Practitioner Researchers (3)

In this course, candidates explore research paradigms that underpin practitioner and action research and the corresponding methods of educational inquiry. Candidates examine their assumptions regarding the value of practitioner-dented research and develop skills to conduct small-scale research projects within the areas of their specialization and interest. Course readings and assignments are used to exemplify various methods and styles of conceptualizing, conducting, and presenting research. Candidates learn to evaluate published research and scholarly works and to express themselves creatively in writing and presenting their research projects Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

ESR 531 - Exploring Action Research: Action Research I (2)

This course is the first in a four-course action research sequence. It introduces the nature and processes of teachers' classroom inquiry to enlighten instruction and improve student learning. Towards this end, the course introduces traditions and conceptions of action research and its relation to other forms of inquiry. It emphasizes the role of teachers as researchers of their own practices and contexts in terms of their students' learning and construction of meaning. Candidates begin to explore their classrooms as complex systems shaped by interpersonal, cultural, and political/structural dynamics. Candidates build a framework for their own action research as they write their autobiography and their action research proposal. This course is for students in the M.Ed. Teaching, Learning, and Assessment Program. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

ESR 532 - Engaging in Action Research: Action Research II (2 TO 3)

The course introduces traditions and conceptions of action research and its relation to other forms of inquiry. The teacher's role as researcher of their own practices and contexts related to students' learning and construction of meaning are explored. Candidates investigate their classrooms as complex systems shaped by interpersonal, cultural, and political/structural dynamics, building frameworks for action research through writing an autobiography, action research proposal, and literature review. Candidates learn how to become teacher researchers and change agents in their classrooms. The course is offered for 2 SH in the Teaching, Learning, and Assessment Program and for 3 SH for candidates with a Teacher Leader major. 10 field hours are required. Pre-requisite(s): ESR 531 (required only for TLA program candidates). Co-requisite(s): None. 2 or 3 semester hours

ESR 533 - Continuing Action Research: Action Research III (2 OR 3)

Candidates continue their action research study, collecting and analyzing data, using data analysis to draft responses to research questions, and critiquing, synthesizing, and reflecting on relevant literature. Through recursive cycles of planning, implementing, observing, reading, conversing, and interpreting, they use emerging analyses to make meaning of student classroom experiences and self-experiences. By incorporating appropriate technology throughout these processes, candidates explore ways to enrich student experiences and enhance classroom success. The course is offered for 2 SH in the Teaching, Learning, and Assessment Program and for 3 SH for candidates with a Teacher Leader major. 10 field hours are required. Pre-requisite(s): ESR 532. Co-requisite(s): None. 2 or 3 semester hours

ESR 534 - Completing Action Research: Action Research IV (2 OR 3)

Candidates complete their action research cycle, becoming aware of the relationship of the research process to personal professional, and institutional change. Candidates reflect on their data, construct patterns, note changes in their practices, and prepare a final product communicating insights about their work and student learning. This action research project utilizes relevant technological formats as candidates explore uses of their inquiries to enrich professional and institutional change and explore ways to continue the self-assessment processes of...
reflective practitioners. self-assessment processes of reflective Teaching, Learning, and Assessment program and for 3 SH in the Teacher Leader program. 10 hours of field experiences are required. Prerequisite(s): ESR 533. Co-requisite(s): None. 2 or 3 semester hours

ESR 584A - Workshop/Action Research as Professional Development A (1)

This professional development workshop for educators is the first in a series of workshops that link action research to school/district goals and build learning communities. In this workshop, practitioners are introduced to action research and its contributions to improving educational practice. They learn how to choose a research topic, review the literature on their selected topic, and develop a proposal for action research in their educational setting. Participants may elect to take up to three additional workshops (each 1 semester hour) to help them carry out their research by collecting and interpreting data, and reporting and writing their findings. Prerequisite(s): None. 1 semester hour

ESR 584B - Workshop/Action Research as Professional Development B (1)

This professional development workshop is the second in a series of workshops for educators that link action research to school/district goals and build learning communities. In this workshop (1 semester hour), practitioners are introduced to the different research methods and paradigms. Participants synthesize and critique research on their topic of choice. They plan a small-scale pilot action research project in their own setting and pilot test their data collection tools. Ethical considerations in education inquiry are also discussed in the workshop. Participants may elect to take two additional workshops (each 1 semester hour) to further extend their research projects and report on their findings. Prerequisite(s): ESR 584A. 1 semester hour

ESR 584C - Workshop/Action Research as Professional Development C (1)

This professional development workshop is the third in a series of workshops for educators that link action research to school/district goals and build learning communities. In this workshop (1 semester hour), participants plan and carry out an action research inquiry. They collect, analyze, and reflect on the study results and the meaning of the findings for their own settings. Participants may elect to take one additional workshop (1 semester hour) to further extend their research projects and report on their findings. Prerequisite(s): ESR 584B. 1 semester hour

ESR 584D - Workshop/Action Research as Professional Development B (1)

This professional development workshop is the fourth in a series of workshops for educators that link action research to school/district goals and build learning communities. In this workshop (1 semester hour), participants analyze the results of their action research project and report their findings. They develop an action plan to better understand and improve life in classroom, school, and community settings. Using formal and informal means, participants share and communicate the results of their action research project with their school community (e.g. colleagues, school administrators, school boards). Prerequisite(s): ESR 584C. 1 semester hour

ESR 594 - Independent Study (1 TO 4)

1-4 semester hours

ESR 595 - Special Topics/Research (1 TO 6)

This course provides the student with the opportunity to explore current or specialized topics in the field of educational research. 1-6 semester hours

ESR 604 - Dissertation Proposal Seminar (2)

The primary goal of this course is for students to develop the proposal for their doctoral dissertations or equivalents. This will involve definition of a research problem, review of the related literature, and design of appropriate procedures and instruments for pursuing the problem. Prerequisites: ESR 610, ESR 612, ESR 614, ESR 616 or ESR 618. The completion of comprehensive qualifying examinations is also recommended. 2 semester hours

ESR 612 - Empirical/Analytic Research I (3)

The course focuses on approaches and methods of collecting, analyzing, and interpreting basic and intermediate level descriptive and inferential statistics. Participants in this course explore ways of designing and implementing empirical-quantitative research in educational or other learning contexts. During the course, they plan a small-scale research project, collect quantitative data, use statistical software (e.g., SPSS) to analyze and interpret the data, and report on their findings. Participants also examine ethical issues related to conducting and presenting research. Pre-requisite(s): Admission to the NCE doctoral program or consent of instructor. Co-requisite(s): None. 3 semester hours

ESR 614 - Interpretive and Critical Research I (3)
This course introduces conceptual and practical assumptions, contributions, limitations, and controversies of interpretive and critical research. Drawing on various epistemological positions and research traditions, participants become aware of the complexities of research contexts and ways in which they are embedded in community, culture, language, history, and power structures. Participants acquire knowledge of various methodologies such as ethnography, narrative, grounded theory, and others, and develop research skills by engaging in small-scale field projects. Participants begin to grapple with inherent tensions in the interplay among research purpose, methodology, and ethics, while cultivating personal dispositions on educational inquiry. Pre-requisite(s): CCD 605, CCD 615, CCD 620, CCD 625, CCD 630, or consent of instructors. Co-requisite(s): None. 3 semester hours

**ESR 616 - Empirical/Analytic Research II (3)**

Students explore assumptions and techniques of empirical/analytic research in the context of schools and the larger context of education. The course builds on the knowledge gained in ESR 612 by focusing on the approaches and methods for data collection, analysis, and interpretation assumptions, and limitations of empirical/analytic studies that use multiple measures. Students are expected to conduct and report on a small-scale research project in their own setting by collecting and interpreting quantitative data. Statistical software (e.g., SPSS) is used by students to analyze their research project data. The course includes a minimum of 15 hours of fieldwork. Prerequisite(s): Doctoral Standing; ESR 610 and ESR 612. 3 semester hours

**ESR 618 - Interpretive and Critical Research II (3)**

This course is designed to advance the knowledge of interpretive and critical research gained in prior coursework. The course focuses on specific research strategies and designs; advanced methods of collecting, analyzing, and interpreting qualitative data; and current issues in educational research. By completing a self-designed project, participants enhance their research skills, thus engaging in "knowing, doing, and being." Participants explore constructs of validation, credibility, and evaluation criteria; research ethics, aesthetics, and politics; and diverse forms of representation of interpretive and critical research findings. Pre-requisite(s): ESR 614. Co-requisite(s): None. 3 semester hours

**ESR 630 - Understanding and Using Educational Research (3)**

In this course students analyze and critique theories, paradigms, and methods of practitioner-focused research that impact district educational policy and decision-making. This includes evaluation, experimental, and various forms of both quantitative and qualitative research. Students also study research that informs and influences product development (e.g., achievement tests, software, textbooks, training programs), policy decisions, and evaluation techniques utilized in the field by principals, superintendents, and state-level educational administrators. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

**ESR 632 - Data-driven Decision Making (3)**

In this course students study the methodologies, assumptions, and the techniques for various types of data collection and analysis used by educational leaders. The course begins with an overview of student data as a form of organizational performance (e.g., test scores, graduate rates, attendance, etc.) then moves to the broader issues of evaluation, experimentation, quantitative analysis, and interpretivist analyses. The course ends with a review of current research and trends in data-driven decision making. Throughout the course students analyze cases to develop a practitioner’s knowledge of research, evaluation, and data use for school improvement. Prerequisite(s): Admission to the Educational Leadership Doctoral Program, Educational Specialist Program, or with permission of the Program Director. 3 semester hours

**FND - Foundations**

**FND 501 - Community Study (1)**

This interdisciplinary, community-based field study provides teacher candidates the opportunity to engage in a community based project in order to better understand the community in which they will teach. This course will be presented through a discussion seminar format accompanied by a community service-learning practicum. The course encourages exploration of the issues confronting families and neighborhoods through research, community involvement and assessment in a particular community. Prerequisite(s): None. Co-requisite(s): None. 1 semester hour

**FND 503 - Historical and Philosophical Foundations of Early Childhood Education (3)**

This course explores the rich historical and philosophical antecedents of educational programs for young children, including those with exceptionalities. Its scope extends from Plato to the present day with comparisons and contrasts made between earlier educators and leading theorists of the present era. Some cross-cultural comparisons are included: Students are encouraged to use the Internet
and other technologies to access current information and examine it with research findings and our knowledge base from the past. The purposes are: to provide the early childhood educator with a context for understanding and evaluating current practices and to provide a context for the development of a reasoned and coherent personal philosophy of caring for and teaching young children, based on ethical and professional practice and decision-making.

Prerequisite(s): None. 3 semester hours

FND 504 - History and Philosophy of American Education (1 TO 2)

This course critically examines the social, cultural, political, and economic forces, and the philosophies of education that have influenced educational policy, laws, school structure, and pedagogical and methodological practices throughout the U.S. history. Students investigate, debate, and critique contemporary issues with regard to socio-economic class, race, gender, ethnicity, and ability. They demonstrate their knowledge, understanding, and reflective practice through personal philosophy statements and other assignments pertaining to the history and philosophy of education and learning and teaching for social justice. This course is only offered for students in the Secondary Education program (2SH) and is taught as an integrated course with SEC 502. Prerequisite(s): None. Co-requisite(s): None. 1-2 semester hours

FND 509 - Building on Educational Foundations (3)

Candidates will examine their own educational beliefs, personal values, and instructional practices in light of historical /sociological/philosophical issues, themes, and theoretical approaches to education. This course will emphasize how the structural basis of schooling and what gets taught in schools are deeply embedded in the social, cultural, and political context of a particular time. There will be an emphasis on candidates making connections between current and historical struggles in education in order to analyze alternatives to current practices. Through dialogue, readings, interviews, projects, websites, and activities, educators will explore issues of equity and social justice for all students. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

FND 510 - Social Justice Perspectives on the History and Philosophy of American Education (1 TO 3)

This course critically examines the social, cultural, political, and economic forces, and the philosophies of education that have influenced policy, laws, school structure, and practices throughout the history of American education. Issues addressed include disability, race, ethnicity, gender, socio-economic class, identity, and immigration. Candidates lay the foundation for the development of a personal philosophy of education and reflectively examine issues of education from social justice perspectives. Prerequisite(s): None. Co-requisite(s): None. 1-3 semester hours

FND 511 - Social and Cultural Politics of Education: Personal and Contextual Perspectives (3)

In this course, students examine current social, cultural, political, and economic factors that affect American education and schooling. These factors are examined in relation to students’ personal, professional and social identities and experiences. The intent is for educators to understand sociopolitical and cultural contexts of their practice and their abilities and responsibilities that help shape those contexts. Students engage in ongoing discussion of and reflection on moral and ethical responsibilities of educators who construct and implement a plan of action that reflects a commitment to democratic schools and social justice. This course requires a minimum of 15 hours of site-based activities. Prerequisite(s): None. 3 semester hours

FND 591 - Field Study/Educational Foundations (2)

2 semester hours

FND 594 - Independent Study (1 TO 4)

Students have the opportunity to pursue an area of interest under the guidance of a faculty member in Foundations and Research. 1-4 semester hours

GEN - General Education

GEN 100A - Learning Pathway 1: Reading and Writing (2)

This developmental course is designed to help students achieve college-ready skills in reading and writing. Prerequisite(s): Pre-general education course sequence in writing, placement based on score from placement test or elected. Co-requisite(s): None. 2 quarter hours

Distribution: Developmental Course.

GEN 100B - Learning Pathway 2: Quantitative Reasoning (2)

This developmental course is designed to help students achieve college-ready skills in mathematics and quantitative reasoning. Prerequisite(s): Pre-general education coursework in mathematics, placement based on score from placement test or elected. Co-requisite(s): None. 2 quarter hours

Distribution: Developmental Course.

GEN 101 - Student Success Seminar 1 (2)
This course introduces students to the Foundations in Excellence-General Education Program and the NLU experience. The course is designed to help students achieve critical literacy in key academic, career development and technology skills, in order to effectively interact, construct meaning and communicate for application in their degree programs, careers, and lifelong learning. Prerequisite(s): None. Co-requisite(s): None. 2 quarter hours

**GEN 102 - Student Success Seminar 2 (2)**

This course continues student development in the Foundations in Excellence-General Education Program and the NLU experience. The course is designed to introduce students to key learning outcomes for the university, general education, and their academic programs. Prerequisite(s): GEN101. Co-requisite(s): None. 2 quarter hours

**GEN 103 - Student Success Seminar 1- Enhanced (4)**

This course introduces students to the Foundations in Excellence-General Education Program and the NLU experience. The course is designed to help students achieve critical literacy in key academic, career development and technology skills, in order to effectively interact, construct meaning, and communicate for application in their degree programs, careers, and lifelong learning. Prerequisite(s): None Co-requisite(s): None 4 quarter hours

**GEN 104 - Student Success Seminar 2- Enhanced (4)**

This course continues student development in the Foundations in Excellence-General Education Program and the NLU experience. The course is designed to introduce students to key learning outcomes for the university, general education, and their academic programs. Prerequisite(s): GEN 103. Co-requisite(s): None. 4 quarter hours

**HCL - Health Care Leadership**

**HCL 300 - Introduction to the Health Care Leadership Program (4)**

This course introduces students to the Health Care Leadership (HCL) program. Students are introduced to the different topics and courses presented in the HCL program and become familiar with the learning outcomes of the courses and the HCL program. Students will also become familiar with research methodologies using the NLU Library resources and the Internet. This course will also introduce students to adult learning philosophy and how it is a part of the HCL program. Students will additionally have an opportunity to explore their employment skills and health care occupations as part of this course.

Prerequisite(s): LAE 120, LAM 109, LIBR 200; Admission to the HCL program. Co-requisite(s): None. 4 quarter hours

**HCL 310 - Professional Writing in Health Care (4)**

(replaces AHG 300) This course provides an opportunity to review and refine the written communication skills needed for advancement within health care organizations or professions. Prerequisite(s): Admission to the Health Care Leadership Program and successful completion of HCL 300. 4 quarter hours

**HCL 315 - Team Development in Health Care (4)**

(replaces AHG 405) This course is a study of group behavior and the effect group functioning has upon organizational effectiveness. Emphasis is placed on the basics of group behavior, principles of group dynamics, problem solving, decision making, diagnosing and resolving conflict in groups, and managing and facilitating meetings. Prerequisite(s): Admission to the Health Care Leadership (HCL) program and successful completion of HCL 300 or permission of the program. 4 quarter hours

**HCL 320 - Educational Delivery & Assessment in Health Care (5)**

This course reviews the general principles of adult learning with application to health education programs. The student is enabled to design an appropriate learning activity for health care organizations that utilizes various components of individual and group learning techniques. Additionally this course explores the general principles and guidelines for defining and assessing complex behavioral outcomes in training, supervisory, clinical and operational quality improvement contexts. Students develop evaluation tools and prepare a comprehensive assessment plan for a workplace training program. The use of assessment for program improvement is examined. Prerequisite(s): HCL 300, HCL 335; Admission to the HCL program. Co-requisite(s): None. 5 quarter hours

**HCL 325 - Educational Assessment in Health Care (4)**

(replaces AHE 432) This course explores the general principles and guidelines for defining and assessing complex behavioral outcomes in training, supervisory, clinical and operational quality improvement contexts. Students develop evaluation tools and prepare a comprehensive assessment plan for a workplace training program (designed in AHE 430/HCL 320 Educational Delivery in Health Care). The use of assessment for program improvement is examined. Prerequisite(s): Admission to the Health Care Leadership (HCL) program and successful
HCL 330 - Presentation Skills in Health Care (4)
(replaces AHE 431) This course is designed to provide students with the skills necessary to present, evaluate, and construct units of instruction in the health care setting. Overview of various media and their appropriate use will be presented. Students will have the opportunity to apply these principles in critiquing media and in producing visuals through computer graphics. Prerequisite(s): Admission to the Health Care Leadership (HCL) program and successful completion of HCL 300 or permission of the program. 4 quarter hours

HCL 335 - Overview of Health Care Delivery (4)
(replaces AHG 400) This course examines the evolution of health care delivery including societal expectations, organizations, careers, financing, technology, and regulation. The systems that deliver health care in the United States are compared to the systems that exist in other countries. The relationship between cost, access and quality is critically examined. Health care information sources are explored. Prerequisite(s): Admission to the Health Care Leadership (HCL) program and successful completion of HCL 300 or permission of the program. 4 quarter hours

HCL 340 - Quantitative Methods for Health Administration (4)
This course examines a variety of quantitative methods employed by health care administrators in the analysis of health care operations, evaluation of projects and improvement of quality. The underlying principles and assumptions of common methods and tools are examined. The improvement of health care operational systems is emphasized. Prerequisite(s): Admission to the Health Care Leadership (HCL) program and successful completion of HCL 300 or permission of the program. 4 quarter hours May count toward the "Other" category of General Education Requirements.

Distribution: GenEd-Other.

HCL 345 - Principles of Health Care Supervision (4)
(replaces AHA 431) This course examines the roles of supervisors in health care organizations. It prepares health care professionals for supervisory roles by examining management theory and principles and practical applications in a variety of health care settings. Prerequisite(s): Admission to the Health Care Leadership (HCL) program and successful completion of HCL 300 or permission of the program. 4 quarter hours

HCL 410 - Health Care Supervision & Human Resources (5)
This course examines the roles of supervisors in health care organizations. It prepares health care professionals for supervisory roles by examining management theory and principles and practical applications in a variety of health care settings. Additionally, this course investigates the principles involved in job selection, training, development, and evaluation of job performance in health care organizations. The student is enabled to design and implement job descriptions, selection interviews, in-service and job training sessions, and performance appraisals at the departmental level. Prerequisite(s): HCL 300, HCL 310, HCL 315, HCL 320, HCL 325, HCL 330, HCL 335, and MGT 436, or approval of Dean or Associate Dean of the College of Management and Business, Admission to the HCL program. Co-requisite(s): None. 5 quarter hours

HCL 415 - Financial and Physical Resource Administration (4)
(replaces AHA 432) This course explores and analyzes the application of principles involved in managing the financial and physical resources in health care settings. Students will focus on concepts dealing with third party reimbursement, budget development, expenditure control, record keeping, inventory control, equipment purchases, and departmental facility planning. Students will be introduced to the use of fundamental financial information and data, including income statement and the balance sheet. Students will use these statements and such tools as ratio analysis, time value of money and capital budgeting to perform a cursory evaluation of the overall financial health of an organization. Prerequisite(s): Admission to the Health Care Leadership Program and successful completion of the first year Health Care Leadership (HCL) program courses: HCL 300, HCL 310, HCL 315, HCL 320, HCL 325, HCL 330, HCL 335, HCL 340, HCL 345. 4 quarter hours

HCL 420 - Ethical and Legal Issues in Health Care (4)
(replaces AHA 442) This course explores the ethical and legal aspects of contemporary issues concerning health care delivery. The potential interaction and conflicts between individual value/moral systems, ethical standards and legal considerations are examined. Practical considerations for protecting institutional, practitioner and patient interests are presented. Prerequisite(s): Admission to the Health Care Leadership Program and successful completion of the first year Health Care Leadership (HCL) program courses: HCL 300, HCL 310, HCL 315, HCL 320, HCL 325, HCL 330, HCL 335, HCL 340, HCL 345. 4 quarter hours
HCL 425 - Health Care Information Systems (4)
This course provides an overview of information systems in health care operations and management. The course addresses health care information systems from multiple perspectives, including providers, patients, payers, and public sector agencies. The course describes core information technologies; clinical and administrative applications of these technologies; processes for implementing and managing these technologies; and the impacts of these technologies on the people, processes, and performance of today’s health care industry. Prerequisite(s): Admission to the Health Care Leadership Program and successful completion of the first year Health Care Leadership (HCL) program courses: HCL 300, HCL 310, HCL 315, HCL 320, HCL 325, HCL 330, HCL 335, HCL 340, HCL 345. 4 quarter hours

HCL 430 - Marketing of Health Care Services (4)
This course provides a basic understanding of the role of marketing activities in health care today, with a particular focus on marketing activities performed at the departmental level. It addresses the distinct needs and problems of health care service organizations in development and execution of marketing plans. Marketing discussions and assignments will focus on marketing principles and activities that contribute to positive growth and reputation of health care services through quality, service and value. The student identifies and analyzes a marketing opportunity or problem, and develops a marketing plan linked to actual outcomes by employing creative as well as critical thinking skills. Prerequisite(s): Admission to the Health Care Leadership Program and successful completion of the first year Health Care Leadership (HCL) program courses: HCL 300, HCL 310, HCL 315, HCL 320, HCL 325, HCL 330, HCL 335, HCL 340, HCL 345. 4 quarter hours

HCL 440 - Health Care Systems (4)
Health Care Systems provides an introduction to the fundamentals of systems management and organizational theory as it applies to the analysis of health care organizations. Systems models, organizational boundaries, varieties of systems, environmental factors, force field analysis, and the management of change will be introduced. Health policy issues are introduced. Prerequisite(s): Admission to the HCL program; HCL 300, HCL 310, HCL 315, HCL 320, HCL 330, HCL 335, HCL 410, and MGT 436. Co-requisite(s): None. 4 quarter hours

HCL 450 - Business Planning in Health Care (4)
Business Planning in Health Care is the capstone course for the Health Care Leadership program. This course incorporates the learning experiences of the other Health Care Leadership courses to create an operational business plan for providing a new service within a health care facility or organization. The course includes assessing the needs & value of a new health care service, creating the business plan and the implementation plan and assessing the outcomes of the business plan. Prerequisite(s): Admission to the HCL program; the successful completion of HCL 300, HCL 310, HCL 315, HCL 320, HCL 330, HCL 335, MGT 436, HCL 410, HCL 415, HCL 420, HCL 425, HCL 430 and HCL 440. Co-requisite(s): None. 4 quarter hours

HSC - Human Services Core/Counseling
HSC 101 - Introduction to Human Services (5)
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

HSC 102 - Introduction to Applied Group Process (5)
A study of formal and informal group dynamics, issues, and behaviors, directed to an understanding of group functioning and leadership; factors involved in group cohesion and group conflict, communication and intervention skills. 5 quarter hours Pre-requisite(s): None. Co-requisite(s): None. 4 quarter hours

HSC 201 - Principles and Dynamics of Interviewing (5)
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. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

HSC 202 - Theory and Techniques of Crisis Intervention (5)
Introduction to crisis theory, focusing on models of intervention, and utilizing experiential skills-building exercises. Prerequisite(s): HSC 101, HSC 201. Co-requisite(s): None. 5 quarter hours

HSC 203 - Principles of Family Intervention (5)
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: HSC 101, HSC 201, HSC 202, or permission of instructor. 5 quarter hours
HSC 300 - Advanced Clinical Intervention Strategies (3 TO 5)
Focus on advanced skills of interviewing, with emphasis on development and integration of individual style and technique. Prerequisites: HSC 102, HSC 202, HSC 203. 5 quarter hours
Distribution: Human Services Electives.

HSC 305A - Special Needs Populations A (3)
This course examines circumstances in which some individual or family needs are most effectively met through means outside of the systematic norms due to disability or other situations. It emphasizes evaluation of services, coping strategies and resources. 3 Quarter Hours.

HSC 305B - Special Needs Populations B (2)
This course examines circumstances in which some individual or family needs are most effectively met through means outside of the systematic norms due to disability or other situations. It emphasizes evaluation of services, coping strategies and resources. 2 Quarter Hours.

HSC 310 - Management/Administration of Health and Human Services Organizations (5)
In-depth analysis of selected types of human service organizations in relation to origins, structure, and stability and change. Attention to various interrelated roles of agencies, clients, and professionals. Examination of organization-environment interface. Prerequisites: Junior standing, Practicum I and/or consent of instructor. 5 quarter hours

HSC 340 - Fundamentals of Case Management (5)
This course will introduce students to the ethics and skills necessary in case management. Topics will include: ethics; case management responsibilities; cultural competence; documentation and monitoring; as well as review basic written and verbal communication skills. An experiential component will provide practice opportunities. Prerequisite: Principles and Dynamics of Interviewing (HSC 201) or its equivalent. 5 Quarter Hours
Distribution: Human Services Electives.

HSC 499 - Seminar/Current Issues in Human Services (1 TO 6)
Seminar on current issues in the human services field, identifying trends, problems, paradoxes, and parameters in areas of the profession. Analysis, design, and implementation of solution will be a major focus. 1-6 quarter hours
Distribution: Human Services Electives.

HSC 501 - Fundamentals of Counseling (3)
This course presents an overview of the theory, principles, techniques and methods essential in conducting an effective counseling interview. Specific skills, competencies, and concepts related to counseling interviews are studied, and an ongoing experiential component provides practice opportunities. In addition, there is a focus on self-awareness and insight, considered essential qualities the effective counselor. Prerequisite(s): Admission to the Master of Science in Counseling, either the School Counseling or Community Counseling Emphasis, or consent of the department. 3 semester hours

HSC 503 - Counseling and Human Development in a Multicultural Society (3 OR 5)
An examination of theory, techniques, dynamics, and behaviors of counseling in a multicultural society. Emphasis is placed upon understanding the influences of one’s own cultural background as well as critical issues of counseling persons of other cultures, ethnicity, race, and/or unique subcultural grouping. Prerequisite: HSC 501. 3 semester hours

HSC 504 - Clinical Techniques of Counseling (3)
This course expands interviewing skills and techniques through extended practice sessions with one client, relevant readings, examination of case materials and written exercises. Prerequisites: HSC 501, HSC 510, or HSC 201. 3 semester hours

HSC 505 - Clinical Assessment and Diagnosis (3)
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. Prerequisite(s): HSC 501, HSC 510. Co-requisite(s): None. 3 semester hours

HSC 506 - Introduction to Theory and Practice of Family Therapy (3)
Exploration of theoretical models and concepts in the field of family therapy: Focus upon systemic change, dysfunction, and stages of family development. Family therapy approaches to whole families are presented theoretically and through simulation experiences. Prerequisite(s): HSC 501. Co-requisite(s): None. 3 semester hours

HSC 510 - Theories of Counseling (3)
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
This course will introduce students to clinical mental health counseling by familiarizing them with the roles of the clinical mental health counselor, program development, and clinical mental health counseling models and processes. Students will learn about counselors as change 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. Pre-requisite(s): HSC 501, HSC 510, HSC 511, HSC 512. Co-requisite(s): None. 3 semester hours

HSC 533 - Counseling Practicum (3)

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): HSC 501, HSC 510, HSC 511, HSC 504, HSC 505. 3 semester hours

HSC 534 - School Counseling: Theory, Issues and Practice (3)

This course is intended to develop knowledge and skills in the application of counseling theory and techniques in a school setting. Focus will be on a developmental counseling curriculum, academic program planning, motivation, consultation, collaboration, and referral. Current issues and practices will be included. Prerequisite(s): Department Program Approval and HSC 501, HSC 510, HSC 511. 3 semester hours

HSC 535 - Introduction to Forensic Mental Health (3)

This course offers an overview and introduction into the field of forensic mental health. The course will explore the relationship between the law and the mental health system. Students will learn to examine key legal decisions that influence the role of forensic mental health professionals. Prerequisite(s): None. 3 semester hours

HSC 536 - Clinical Forensic Interviewing and Diagnosis (3)

This course will provide an overview of the Diagnostic and Statistical Manual of Mental Disorders, 4th Edition, Text Revised (DSM-IV-TR). Students will learn how the DSM-IV-TR can be used for purposes of assessment and diagnosis of the forensic client. The course will introduce the student to the characteristics of various personality disorders and how to assess these disorders within the parameters
of the helping interview. Prerequisite(s): HSC 535. 3 semester hours

**HSC 537 - Evaluation and Treatment of the Juvenile and Adult Offender (3)**

This course will provide an overview of selected basic concepts and issues relevant to the understanding and treatment of the juvenile and adult offender. Assessment, diagnostic, and treatment skills will be emphasized. Prerequisite(s): HSC 535, HSC 536. 3 semester hours

**HSC 538 - Forensic Mental Health and the Law (3)**

This course will provide an overview of the legal principles and issues pertinent to the field of forensic mental health. Emphasis will be placed on understanding the insanity defense, competency to stand trial, and emergency detention orders. The student will learn the core concepts involved in the relationship between psychopathology and criminal conduct. Prerequisite(s): HSC 535, HSC 536, HSC 537. 3 semester hours

**HSC 539 - Forensic Mental Health Capstone Project (3)**

This course will provide students with a forensic mental health research project that will enable students to integrate classroom learning with research, creativity, and clinical skills. Each student is expected to develop a psycho-social project that utilizes theory and practice of group therapy. Each capstone project will require a review of current theoretical practices and research. The literature review will guide the development of either a psycho-educational group project or a therapeutic group project that could potentially be implemented in a forensic mental health setting. Prerequisite(s): HSC 535, HSC 536, HSC 537, HSC 538. 3 semester hours

**HSC 541 - Trauma and Crisis Intervention Theory, Response Models and Techniques (3)**

This course will present counseling theories and approaches which effectively address crises and trauma. The course will examine the impact of trauma and crisis and potential neurobiological responses. Students will gain knowledge and skills useful in assessing and intervening in crises and explore the application of these skills in addressing specific situations such as: suicide, homicide, intimate partner violence, sexual assault, natural disasters and terrorism in both community and school settings. Self-care strategies will also be presented. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**HSC 542 - Psychopharmacology for Counselors (3)**

This course provides an introduction to the basic neurobiology of psychopathology and how psychotropic medications treat such conditions. An understanding of the basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications will be identified. An emphasis is placed on the role of the counselor as a member of a treatment team who helps facilitate client treatment compliance and monitors the efficacy and side effect manifestations of psychotropic treatment, while helping to integrate that treatment with other nonpsychological modalities. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**HSC 543 - Introduction to Theory and Practice of Counseling Children and Adolescents (3)**

This course provides specialized knowledge and skills training in counseling individual children and adolescents through examination of theoretical, behavioral, and play therapy techniques. A strong emphasis will be on helping students understand how the developmental stages of children and adolescents relate to counseling approaches, appropriate assessments, and interventions. Throughout the course, the students will discuss the influence of multiculturalism on individual development, assessment, counseling interventions, and other contextual relationships. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**HSC 581 - Internship I (3)**

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): HSC 501, HSC 511, HSC 504, HSC 505, HSC 510, HSC 512, HSC 514, HSC 533 plus consent of advisor. 3 semester hours

**HSC 582 - Internship II (3)**

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): HSC 501, HSC 511, HSC 504, HSC 505, HSC 510, HSC 512, HSC 514, HSC 533, HSC 581 plus consent of advisor. 3 semester hours

**HSM - Human Services Multiple Program**

**HSM 406 - Human Services and the Law (5)**
Legal principles and issues pertinent to the field of human services administration, mental health and addiction counseling and employee assistance programs will be discussed. Such topics as: crime and delinquency; family crisis; child abuse and neglect; mental health laws; domestic violence laws; DUI information; special education; confidentiality as well as state and federal laws and regulations will be discussed. Issues of real property laws, labor and contract law, as well as professional liability will also be included. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

HSM 407 - Violence and Aggression in the Family (5)
Examination of the psychological, social, behavioral, and cultural foundations of aggression and violence; issues of physical and emotional abuse within the family unit. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours
Distribution: Human Services Electives.

HSM 415 - Strategies of Community Intervention (5)
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. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

HSM 417 - Child Abuse and Neglect (5)
This survey course provides an overview of child maltreatment including physical, psychological, and sexual abuse and neglect of children, including theories as well as specific treatments for each type of abuse. The effects of child abuse on normal, healthy child development will be explored as well as the legal issues involved in child protection and intervention. An introduction to prevention, intervention, and case management will be offered. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours
Distribution: Human Services Electives.

HSM 481 - Human Services Practicum I (5)
This course is the first in either a two-part or four-part sequence in the Human Services Professional Studies Sequence. This course requires a minimum of 15 hours per week of on-site experience in a human services agency, totaling a minimum of 150 clock hours for the quarter. In addition, there is a weekly class at the university taught by a university professor. Students work closely with and receive supervision from both the agency and university personnel. For the university classroom component, the issues and dynamics of the professional relationship within the content of the practicum experience are explored. Such topics may include the ethics of helping; organizational structure; service delivery systems; client assessment; treatment planning with individual, group, agency, and family client units. Instruction will focus on the commonalities across client populations in human service work as well as each student's unique field placement learning experience. Pre-requisite(s): HSC 201 and acceptance into Professional Studies Sequence. Co-requisite(s): None. 5 quarter hours

HSM 482 - Human Services Practicum II (5)
This course is the second in either a two-part or four-part sequence in the Human Services Professional Studies Sequence. This course requires a minimum of 15 hours per week of on-site experience in a human services agency, totaling a minimum of 150 clock hours for the quarter. In addition, there is a weekly class at the university taught by a university professor. Students work closely with and receive supervision from both the agency and university personnel. For the university classroom component, the issues and dynamics of the professional relationship within the content of the practicum experience are explored. Such topics may include the ethics of helping; organizational structure; service delivery systems; client assessment; treatment planning with individual, group, agency, and family client units. Instruction will focus on the commonalities across client populations in human service work as well as each student's unique field placement learning experience. Pre-requisite(s): HSC 201 and acceptance into Professional Studies Sequence. Co-requisite(s): None. 5 quarter hours

HSM 483 - Human Services Practicum III (5)
This course is the third in a four-part sequence in the Human Services Professional Studies Sequence. This course requires a minimum of 15 hours per week of on-site experience in a human services agency, totaling a minimum of 150 clock hours for the quarter. In addition, there is a weekly class at the university taught by a university professor. Students work closely with and receive supervision from both the agency and university personnel. For the university classroom component, the issues and dynamics of the professional relationship within the content of the practicum experience are explored. Such topics may include the ethics of helping; organizational structure; service delivery systems; client assessment; treatment planning with individual, group, agency, and family client units. Instruction will focus on the commonalities across client populations in human service work as well as each student's unique field placement learning experience. Pre-requisite(s): HSC 201 and acceptance into Professional Studies Sequence. Co-requisite(s): None. 5 quarter hours
**HSM 484 - Human Services Practicum IV (5)**
This course is the fourth in a four-part sequence in the Human Services Professional Studies Sequence. This course requires a minimum of 15 hours per week of on-site experience in a human services agency, totaling a minimum of 150 clock hours for the quarter. In addition, there is a weekly class at the university taught by a university professor. Students work closely with and receive supervision from both the agency and university personnel. For the university classroom component, the issues and dynamics of the professional relationship within the content of the practicum experience are explored. Such topics may include the ethics of helping; organizational structure; service delivery systems; client assessment; treatment planning with individual, group, agency, and family client units. Instruction will focus on the commonalities across client populations in human service work as well as each student's unique field placement learning experience. Prerequisite(s): HSC 201 and acceptance into Professional Studies Sequence. Co-requisite(s): None. 5 quarter hours

**HSM 490 - Human Services Independent Study (2 TO 5)**
An independent study offering for students and qualified practitioners, which is intended to increase academic qualifications and clinical expertise. Permits the Student to undertake individual research in an area approved by the department and instructor. 2-5 quarter hours

Distribution: Human Services Electives.

**HSM 508 - Research and Evaluation Electives (3)**
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: HSA 510 or HSC 500. 3 semester hours

**HSM 585X - Internship and Supervision Continuation (0)**
All students enrolled in the C HS Department’s Counseling Masters Degree or the School Counseling Certificate are expected to achieve a required number of practicum/internship experience and supervision hours. When extenuating circumstances occur that deter a student from achieving the required number of hours within normal time parameters, a student may be able to continue accumulating hours and attending mandated university supervision for additional terms. The Internship Supervision Continuation course awards no academic credit, but allows a student to remain a registered student of the university while completing their internship supervision hour requirements. Prerequisite(s): The first time a student registers for this course they must have masters standing, consent of instructor, and prior registration in the internship courses required for this degree. Students wishing to register for a second or third quarter of this course must petition the CHS Department. Co-requisite(s): Student must continue to attend supervision part of class and meet all other HSC 581, HSC 582 or HSM 581, HSM 582, HSM 583, HSM 584, HSM 585 class expectations. 0 semester hours

**HSM 594 - Independent Study/Human Services (1 TO 3)**
Independent studies offering for Graduate level Human Service students. Permits the student to design and undertake individual study and research in an area approved by the instructor. Topics and depth of study will vary according to the student interest and amount of credit. Prerequisite: Admission to the Graduate Program and Instructor’s Approval. 1-3 semester hours

**HSM 595 - Special Topics/Human Services (1 TO 5)**
Special Topics courses are developed to address advanced graduate student interest and needs in the area(s) of specialty focus study. Course may be registered for more than once as the topical content varies each time offered. 1 - 3 semester hours.

**HSS - Human Services Substance Abuse**

**HSS 534 - Perspectives on Substance Abuse Counseling (3)**
This course provides an overview of substance use issues, including: understanding the substance use experience of the user and the impact of substance use disorder on the family and the larger community; assessment of substance use from abuse to dependence; historical aspects of use and of treatment, including the current treatment delivery system; etiology with particular emphasis on application to the counseling process; 12-step groups and their role in counseling individuals with substance use problems; prevention efforts to reduce alcohol/drug problems. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**IDS - Interdisciplinary Studies**

**IDS 515 - Overview of the NBPTS and Planning for Related Instructional Activities (3)**
This course inducts educators into the process of NBPTS candidacy. Examination of available
certificates and the NBPTS core propositions and standards begin the journey. Instructional practices that support the four entries and six assessment center tasks are explored. Discussions of suitable classroom practices and activities to the candidacy requirements of the various certificates build the foundation for continued growth and advancement through the process. Prerequisite(s): Three years of teaching experience, a current teaching license if the teacher is in a school where licensure is required, and initiation of the formal on-line application process for securing a candidate number from NBPTS. 3 semester hours

**IDS 516 - Preparation of Entries for NBPTS (3)**

This course expands the candidates' capacity in observation, interpretation and analysis. In videotape sharing, candidates enact lessons, implement instructional strategies, focus on student learning in large and small group settings and present evidence of student growth in the content being featured. In the analysis of student work, candidates demonstrate their knowledge of developmental stages of learning, their interventions when they observe miscues or misconceptions, and their reflections on the work being evidenced. Prerequisite(s): Three years of teaching experience, a current teaching license if the teacher is in a school where licensure is required, and a secured candidate number from NBPTS. 3 semester hours

**IDS 517 - Portfolio Entries and Assessment Center Preparation for NBPTS (3)**

As a continuation of the previous course, students will complete their work for the remaining entries in anticipation of submission to NBPTS. Candidates will continue to expand their content knowledge, examine current trends and topics in their fields, and exchange techniques and strategies in anticipation of the six assessment center exercises. They will construct a conceptual framework to situate their practice, their assessment of student progress, and design for instruction. This exploration will equip candidates to analyze assessment prompts, determine significant information, and write coherent responses. Prerequisite(s): Three years of teaching experience, a current teaching license if the teacher is in a school where licensure is required, and completion of the formal requirements for securing a candidate number from NBPTS. IDS 517 or consent of instructor. 3 semester hours

**IDS 518 - Advanced Candidacy for NBPTS (3)**

Advanced (retake) candidates are advised to evaluate their previous National Board for Professional Teaching Standards scores, determining which entries or assessment center activities should be redone. This course guides the candidates in revisiting the standards and requirements of their certificate. They will be mentored in determining the shortcomings of their previous submissions and assisted in preparation of a more accomplished entry or entries. Prerequisite(s): Evidence of candidacy and previous scores from NBPTS. 3 semester hours

**INT - Interdisciplinary Studies**

**INT 101 - New Student Orientation (0)**

Students will use the online platform to complete activities that apply principles, concepts, and techniques of the online platform. Students will learn to recognize various approaches to seeking assistance for help and strategies to increase student effectiveness. With peers, students will discuss various strategies of success while examining the university expectations and student resources. Prerequisite(s): None. Co-requisite(s): None. 0 quarter hours

**INT 310 - Research Methods in the Behavioral Sciences (5)**

Problem analysis, review and selection of appropriate data-gathering techniques, reporting system, and research design evaluation. Prerequisite(s): junior or senior standing. (May be used for Psychology, Human Services, Social Science and Health Studies credit.) Counts in the Behavioral Science or Social Science Area of General Education Requirements. Co-requisite(s): None. 5 quarter hours


**INT 420 - Dynamics of Significant Relationships (3 OR 5)**

This course is an interdisciplinary study of significant relationship in peoples' lives using concepts drawn from the social and behavioral sciences. Relationships studied include acquaintances, kinship ties, coworkers, same-gender friendships, male-female relationships, mentors, and cross-cultural friends. The dynamics of these relationships including the functions they serve, their development, and their importance will be studied. Recommended: Lower division Social Science or Human Services courses. Counts in the Behavioral Science or Social Science Area of General Education Requirements. 5 quarter hours


**INT 430 - Methods of Inquiry in the Behavioral Sciences (5)**

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. Pre-requisite(s): Good standing in the Applied Behavioral Sciences program. Co-requisite(s): None. 5 quarter hours

LAA 110 - Dimensional Design (2)

Introduction to the art, studio problems in two-dimensional formats. Students are introduced to the study of the structure and organizing principles of various works of art. The student will learn to analyze the formal structure and elements of design of various works of art. The student will learn to read, observe and develop their knowledge about visual design. Students will be given the opportunity to develop their own 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. Pre-requisite(s): Good standing in the Applied Behavioral Sciences program. Co-requisite(s): None. 5 quarter hours

LAA 101 - Art Appreciation I (2)

Provides a basic introduction to the understanding of art. The student will learn to analyze the formal structure and elements of design of various works of art and learn about the processes and tools involved in its creation. Emphasis will be placed on learning how to look at a wide variety of works of art, gain a visual vocabulary, and examine the relationship of form and content. Counts in the Fine Arts or Humanities Area of General Education Requirements. Prerequisite(s): None. 2 quarter hours Distribution: GenEd-Fine Arts GenEd-Humanities.

LAA 102 - Art Appreciation II (3)

Examines the understanding of art with an added emphasis on themes in world art, and a focus on the intersection of art and history. Major art historical movements will be discussed along with an overview of the history of museum display to explore issues of context and authenticity. Counts in the Fine Arts or Humanities Area of General Education Requirements. Prerequisite(s): None. 3 quarter hours Distribution: GenEd-Fine Arts GenEd-Humanities.

LAA 110 - Introduction to Art (2)

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. Pre-requisite(s): None. Co-requisite(s): None. 2 quarter hours Distribution: GenEd-Fine Arts.

LAA 200 - Arts in Chicago (5)

This course will provide an introduction to the arts through an understanding of how art and music work. This course will provide opportunities for self-guided explorations of the arts within diverse cultural contexts. Examining a variety of individual works within a range of contexts, students will learn to identify different aspects of artistic experience, and will gain a vocabulary to expand visual perception and increase listening skills. Counts in the Fine Arts Area of General Education Requirements. Prerequisite(s): None. 5 quarter hours Distribution: GenEd-Fine Arts.

LAA 301 - Design (5)

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. Co-requisite(s): None. 5 quarter hours Distribution: GenEd-Fine Arts.

LAA 304 - Mixed Media (2 TO 5)


LAA 310 - Mexican Art (2 TO 5)

Introduction to the history of Mexican Art through an anthropological examination of the religions, myths, histories, and artifacts created by the indigenous people of Mexico from the Preclassic Period (200 B.C.-300 A.D.) to the modern era. Counts in the Fine Arts or Humanities Area of General Education Requirements. 2-5 quarter hours Distribution: GenEd-Fine Arts GenEd-Humanities.

LAA 320 - African Art (2 TO 5)

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 Fine Arts or Humanities Area of General Education Requirements. Prerequisite(s): None. 2 quarter hours Distribution: GenEd-Fine Arts GenEd-Humanities.
LAA 322 - 19th and 20th Century Art (2 TO 5)

Development of painting, sculpture, architecture and the crafts in Europe and the United States during the 19th and 20th centuries. Students study relationships between art of a period and societal contexts, including political events, economic trends, and technological advances of the time. Emphasis on the contributions of specific artists. Gallery and museum trips included. Counts in the Fine Arts or Humanities Area of General Education Requirements. 2-5 quarter hours


LAA 490 - Art Independent Study (1 TO 6)

Students concentrating in art have the opportunity to pursue independent study in studio, art history, or art education after completing, with excellence, a basic course in the chosen area of study. Specific topics may count in different areas of art. Prerequisite(s): Graduate standing for graduate credit. 1-6 quarter hours

LAA 495 - Art Special Topic (1 TO 6)

Topics offered will reflect the current interest of the students. Since topics vary from quarter to quarter, this course may be taken more than once. Examples of topics are jewelry, creative lettering and graphic design, and art for the exceptional learner. Prerequisite(s): Graduate standing for graduate credit. 1-6 quarter hours

LAE - English

LAE 100A - Strategies for Effective Writing (5)

Basic writing skills are taught in this course. Emphasis is placed on topic selection, organizing ideas, and grammar. Student awareness of strengths and weaknesses is increased to encourage the use of self-monitoring strategies, e.g., editing, drafting and proofreading. This course is designed for students preparing to enter the required English Department composition courses or for anyone wishing to build self-confidence in writing abilities or to successfully complete writing projects. This developmental course can only be used for elective credit. Prerequisite(s): Writing placement. Co-requisite(s): None. 5 quarter hours

Distribution: Developmental Course.

LAE 101 - English Composition I (5)

This is the first course in a two-term sequence of composition courses. It focuses on expository, illustrative, and persuasive writing with emphasis on the short essay. It includes an introduction to research and documentation. The class time is equally split between the classroom and online work. Counts in the Written Communication Area of General Education Requirements. Prerequisite(s): Placement. 5 quarter hours

Distribution: GenEd-Written Communication.

LAE 102 - English Composition II (5)

This is the second in a sequence of composition courses. Students will continue to practice expository writing, persuasive writing and research work. The class time is equally split between the classroom and online work. Counts in the Written Communication Area of General Education Requirements. Prerequisite(s): LAE 101 or equivalent. 5 quarter hours

Distribution: GenEd-Written Communication.

LAE 120 - Essentials of Composition (5)

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. Prerequisite(s): Placement Counts in the Communications Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Written Communication.

LAE 125 - Fundamentals of Research Writing (5)

Provides instruction and practice in the process of writing from research. The focus is on formulating and narrowing research topics, discovering and evaluating primary and secondary research sources, and interpreting and communicating findings in a coherent, accurate, readable form. Students will learn the particular writing skills that inform research-based written communication. Discussions and exercises related to the ethical dilemmas inherent in using source material, the advisability of extracting and using information from the World Wide Web, the ways to mine online databases, and the necessity of correctly documenting sources will prepare the student for writing from research. Prerequisite(s):
Novelists might include Austen, the Bronte sisters, Coleridge, Keats, Shelley and Byron, among others. They further study topics relevant to effective communication in society, such as interpersonal and non-verbal communication, awareness of multiple dialects and regional differences, communication for conflict resolution, and group dynamics. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

### LAE 202 - Effective Speaking (5)

This course focuses on communication theory, combined with the practice of effective oral communication skills of listening, reading, thinking, and speaking. Students delve into effective topic selection, and organization, preparation, and presentation of a variety of speeches and arguments for different audiences. They study topics relevant to effective communication in society, such as interpersonal and non-verbal communication, awareness of multiple dialects and regional differences, communication for conflict resolution, and group dynamics. Prerequisite(s): None. 5 quarter hours

### LAE 304 - Advanced Written Communication (5)

Students learn to distinguish between various forms of fiction and nonfiction writing by analyzing exemplary writing in both areas and by developing papers on the same general subject approached in various ways. Journalism, feature writing, memoir, and writing with a marketing perspective are some forms sampled in the area of nonfiction. Short stories, plays, screenplays are discussed and tried in the fiction realm. Prerequisite(s): ENG 101 and ENG 102 or equivalent. 5 quarter hours

### LAE 305 - Advanced Studies in British Literature: Beginning to 1750 (5)

Students will study important British authors from the beginnings with Beowulf to 1750, focusing on selected major figures in both poetry and prose. Writers from the Early and Later Middle Ages might include the Beowulf Poet, Chaucer and Malory, among others. Renaissance writers might include Sidney, More, Hoby, Donne and Milton, among others. Restoration and later writers might include Dryden, Pope, Swift and Johnson, among others. Restoration and later writers might include Dryden, Pope, Swift and Johnson, among others. Restoration and later writers might include Dryden, Pope, Swift and Johnson, among others. Restoration and later writers might include Dryden, Pope, Swift and Johnson, among others. Restoration and later writers might include Dryden, Pope, Swift and Johnson, among others. 5 quarter hours

### LAE 306 - Advanced Studies in British Literature: 1750-1900 (5)

Students will study important British authors from 1750-1900, focusing on selected major figures in either poetry or the novel. Possible writers might include the Romantic poets, such as Wordsworth, Coleridge, Keats, Shelley and Byron, among others. Novelists might include Austen, the Bronte sisters, Dickens, Hardy, Conrad, among others. 5 quarter hours

### LAE 307 - Literature for Children (5)

A general overview recommended for students entering the teaching profession. Survey of best of the old and new in prose and verse form the nursery level through elementary grades. Techniques of presentation are discussed. Major emphasis on content and quality of literature. Prerequisite: LAE 102 or equivalent. 5 quarter hours

### LAE 308 - World Literature (5)

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: LAE 102 or equivalent. 5 quarter hours

### LAE 309 - Minority Voices in American Literature (5)

A study of important literacy works by representatives of minority groups. Specific focus is determined by the individual instructor and can be limited to a particular group, time period, and/or literary type. Students examine how literature functions as protest and in the search for identity. Prerequisite: LAE 102 or equivalent. 5 quarter hours

### LAE 310 - History of the English Language (5)

An introduction to the study of language, with emphasis on historical study and on the English language. Covers characteristics, origins and development of language; origins and historical development of the English language in Great Britain and America; descriptive and prescriptive grammar; varieties of American English. Prerequisite(s): LAE 102 or equivalent. 5 quarter hours

### LAE 311 - Advanced Written Communication (5)

Students learn to distinguish between various forms of fiction and nonfiction writing by analyzing exemplary writing in both areas and by developing papers on the same general subject approached in various ways. Journalism, feature writing, memoir, and writing with a marketing perspective are some forms sampled in the area of nonfiction. Short stories, plays, screenplays are discussed and tried in the fiction realm. Prerequisite(s): ENG 101 and ENG 102 or equivalent. 5 quarter hours

### LAE 312 - Advanced Oral Communication (5)

This course focuses on communication theory, combined with the practice of effective oral communication skills of listening, reading, thinking, and speaking. Students delve into effective topic selection, and organization, preparation, and presentation of a variety of speeches and arguments for different audiences. They study topics relevant to effective communication in society, such as interpersonal and non-verbal communication, awareness of multiple dialects and regional differences, communication for conflict resolution, and group dynamics. Prerequisite(s): None. 5 quarter hours

### LAE 314 - History of the English Language (5)

An introduction to the study of language, with emphasis on historical study and on the English language. Covers characteristics, origins and development of language; origins and historical development of the English language in Great Britain and America; descriptive and prescriptive grammar; varieties of American English. Prerequisite(s): LAE 102 or equivalent. 5 quarter hours
LAE 317 - Editing Basics (5)

Students attack the practical skills that an editor needs to clearly, confidently, and correctly edit another person’s copy. Editing assignments focus on finding and fixing errors. Students sharpen grammar and style, learn to gracefully shorten someone else’s writing, and learn conventional editing symbols. They report on editing “bloopers” that they find published on paper or on the Internet. Prerequisite(s): English 101 and 102 or equivalent. 5 quarter hours

LAE 405 - Advanced Studies of American Literature: Beginning-1900 (3 OR 5)

Students will study American authors from the beginning to 1900, focusing on selected major figures in either poetry or the novel. Writers such as Hawthorne, Melville, Cooper, Dickinson, Poe and Whitman are among those considered, although the list of writers studied may vary from term to term. Counts in the Humanities or Literature area of General Education Requirements. Prerequisite(s): LAE 101 and LAE 102 5 quarter hours OR 3 semester hours

LAE 406 - Advanced Studies of American Literature: 1900-1950 (3 OR 5)

Students will study American authors from 1900-1950, focusing on selected major figures in either poetry or the novel. Novelists such as Wharton, Lewis, Hemingway, Fitzgerald, Faulkner, Steinbeck and Wright, and poets such as T.S. Eliot, are among those considered, although the list of writers studied may vary from term to term. Counts in the Humanities or Literature area of General Education Requirements. Prerequisite(s): LAE 101 and LAE 102 or equivalent 5 quarter hours/3 semester hours

LAE 407 - American Writers: 1945-1970 (3 OR 5)

A survey of the best and most influential writers following World War II and continuing through to the close of the turbulent sixties. Includes primarily fiction writers such as Mailer, O’Hara, Salinger, Cheever, Updike, O’Connor, Baldwin, Kesey, Heller, Roth, Bellow, Malamud and Nabokov. Takes a look at the stunning contrasts between the fifties and the sixties, politically, socially, ethically, aesthetically, and psychologically. Prerequisite(s): LAE 101 and LAE 102. 5 quarter hours or 3 semester hours Counts in the Humanities or Literature area of General Education Requirements.

LAE 410 - Modern British Fiction: 1900-1950 (3 OR 5)

A survey of classic 20th-century British novelists such as James, Lawrence, Joyce, Forster, Woolf, Greene, Orwell, Huxley, and Amis. Focuses on the growth and development of technique and on the ethical, psychological and political concerns of the period. Counts in the Humanities or Literature area of General Education Requirements. 5 quarter hours or 3 semester hours

Distribution: GenEd-Humanities Literature Elective.

LAE 412 - Introduction to Writing Poetry (3 OR 5)

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): LAE 102 or equivalent; completion of needed developmental coursework 5 quarter hours or 3 semester hours

LAE 413 - Reading and Writing the Short Story (3 OR 5)

Students read and discuss a variety of outstanding examples of the short story form as potential models for their own writing. In the process, they write and then revise one short story of their own. Using a writing workshop framework, students do close reading and discussion of their peers’ work and make suggestions for revisions. Counts in the Written Communication Area of General Education Requirements. Prerequisite(s): Senior standing or graduate status. 5 quarter hours or 3 semester hours

LAE 414 - Writing and Reading Oral History (3 OR 5)

(formerly LAE 506) 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): LAE 101 and LAE 102 5 quarter hours OR 3 semester hours

LAE 416 - Women’s Lives into Literature (3 OR 5)

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

Distribution: GenEd-Humanities

LAE 417 - Screenwriting (5)
A course in the special techniques and format of writing the narrative film, with emphasis on dramatic structure, character development, creating visual metaphors and orchestrating these elements around a coherent dramatic question or premise. Viewing and reading of noteworthy screenplays is combined with the development of an original screenplay idea and the execution of a portion of that screenplay into proper format. Prerequisite(s): Graduate status or permission of the instructor. 5 quarter hours

LAE 434 - Shakespeare and Elizabethan Drama (3 OR 5)
Study of the Elizabethan stage and Elizabethan-Jacobean drama and the development of Shakespeare’s dramatic art. Students read selected comedies, tragedies and histories by Shakespeare and some of his contemporaries. 5 quarter hours OR 3 semester hours Counts in the Humanities or Literature area of General Education Requirements.

Distribution: GenEd-Humanities

LAE 450 - Fundamentals of Journalism (3 OR 5)
Introduction to various kinds of journalistic writing appropriate to newspapers, magazines and other periodicals. News-writing, feature-writing, and interviewing are some of the journalistic types covered. Liability laws, guidelines pertaining to plagiarism, copyright laws, and journalistic ethics are discussed. 3 semester hours

LAE 455 - Latino Literature in the United States (5)
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 SPAN 455) Prerequisite(s): Dept Lang Stud (for Spanish majors) - SPAN 320, SPAN 325, SPAN 330, SPAN 415, and SPAN 450, or consent of the department. English and Philosophy - LAE 101, LAE 102, or consent of the department. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Humanities

LAE 459 - Online Publishing: Writing for the Web (3 OR 5)
This online course introduces successful web writing, designing and online publishing. Students will learn to write their own news stories that grab the viewers’ attention and then master the art of connecting shorter pieces to an articulate article that packs all the in-depth details with supporting images. Students will be guided to building their own attractive websites. They will practice writing straight-to-the-point copy that clicks through to neighboring pages where they will explain content in more detail. Finally, students will develop their own blogs and share their unique and relevant topics online. They will share their stories with the world and get people excited to share their ideas as well. Prerequisite(s): LAE 101, and LAE 102, or equivalent for in the BA Liberal Arts Studies and BA ELED for the English Major students. No prerequisites for graduate students. Co-requisite(s): None 5 quarter hours/3 semester hours

LAE 460 - Editing for Publication (3 OR 5)
Students polish the practical skills that an editor needs to edit clearly, confidently, and correctly. Students will sharpen grammar and style, learn conventional editing symbols and methods to trim a story for content or space. Writing assignments focus on finding and fixing errors. The goal for students is to become their own editors for their own work and to become qualified to be "last read" on a professional paper/publication. Prerequisite(s): LAE 101 and LAE 102. 5 quarter hours or 3 semester hours

LAE 461 - Advertising and Promotional Writing in the Digital Age (3 OR 5)
This course is taught by professionals in the fields of advertising, marketing and public relations. Students will learn how to provide a creative brief, creative strategy, creative concept, and execute a multimedia integrated marketing campaign. Students will also learn how advertising builds and communicates the corporate image and brand. Practical assignments include writing and designing a promotional brochure, print ad, radio ad, direct mail piece, packaging, 30 seconds TV spot, web copy, outdoor/transit and press release. Additional areas of exploration include target and geographic markets, production, search engine optimization, blogging and social media. Pre-requisite(s): Graduate status or permission of the instructor for undergraduate students. Co-requisite(s): None. 5 quarter or 3 semester hours

LAE 465 - Creative Writing: Humor (3 OR 5)
An initial discussion of the basic principles of humor, followed by an overview of specific types of humor-writing. This course analyzes various styles of humor, such as iconoclasm, absurdism, exaggeration, "gallows humor," "Jewish humor," etc. in order to
imitate their techniques in weekly written assignments. Each student works on development of his or her own comic "voice." 3 semester hours

**LAE 486B - Workshop/Writer's Week Workshop (1 OR 2)**

Writer's Week Workshops are a series of sessions with outstanding writers in a variety of writing areas, including creative nonfiction, biography, screenwriting and writing children and young adult books. Each writer will discuss his/her methods of developing a significant work. Students will submit brief samples of their work in the relevant writing area for discussion and revision. Prerequisite(s): Graduate status or permission of the instructor 1 semester hour or 2 quarter hours

**LAE 490 - English Independent Study (2 TO 5)**

Opportunity for students in this major or concentration to pursue acceptable study in an aspect of literature or writing independently. Students are assigned to department advisors for guidance and tutoring. 2-5 quarter hours

**LAE 495 - English Special Topic (2 TO 5)**

Opportunity for students and faculty to create a course topic not on the regular schedule. (A recent example: The Sixties: Evolution and Revolution.) Students may register for more than one Special topic in the course of their degree program. 2-5 quarter hours

**LAE 499 - English Seminar (1 TO 5)**

A course designed by faculty and students, from time to time, in which students assume a major responsibility for course materials and content, in conventional seminar fashion, with the instructor acting primarily as advisor and evaluator. Prerequisite: Consent of instructor. 3-5 quarter hours/ 1-3 semester hours

**LAE 500 - Advanced Expository Writing (3)**

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

**LAE 501 - Writing from Reading: Incorporating Research into Nonfiction Articles, Books and Reports (3)**

Reader interest, organization and clarity are the primary concerns, as students write nonfiction material relying upon previously published information. Feature material, in-depth articles and books, as well as reports, reviews, summaries, and research projects based on background reading are the major focus. Students learn correct methods of documentation and the laws that apply. Students become familiar with what many staff (and freelance) writers do for a living. This is a writing-intensive course. Prerequisite(s): Graduate status or permission of instructor 3 semester hours

**LAE 502 - Creative Writing: Fiction (3)**

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

**LAE 503 - Creative Writing: Poetry (3)**

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

**LAE 504 - Creative Writing: Children's Books (3)**

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

**LAE 510 - Rhetorical Theory: History and Practice (3)**

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. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**LAE 512A - Professional Writer I (1)**
A course dealing with the practical side of professional writing: career opportunities for the staff writer and publishing opportunities for the freelancer. Students learn manuscript forms, survey available markets, discuss where professional writers get their "ideas" from, etc. Course also covers pay scales for writers, copyright laws, liability laws, and income tax tips. This course is usually offered in modules of one semester hour each in fall, winter, and spring. LAE 512A, LAE 512B, and LAE 512C. 1 semester hour

LAE 512B - Professional Writer II (1)

A course dealing with the practical side of professional writing: career opportunities for the staff writer and publishing opportunities for the freelancer. Students learn manuscript forms, survey available markets, discuss where professional writers get their "ideas" from etc. Course also covers pay scales for writers, copyright laws, liability laws, and income tax tips. This course is usually offered in modules of one semester hour each in fall, winter, and spring. LAE512A, LAE512B, and LAE512C. 1 semester hour

LAE 512C - Professional Writer III (1)

A course dealing with the practical side of professional writing: career opportunities for the staff writer and publishing opportunities for the freelancer. Students learn manuscript forms, survey available markets, discuss where professional writers get their "ideas" from etc. Course also covers pay scales for writers, copyright laws, liability laws, and income tax tips. This course is usually offered in modules of one semester hour each in fall, winter, and spring. LAE 512A, LAE 512B, and LAE 512C. 1 semester hour

LAE 515 - Feature Writing (3)

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

LAE 516 - Screenwriting (3)

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

LAE 517 - Technical Writing (3)

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

LAE 518 - Narrative Forms (3)

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

LAE 520 - Teaching Freshman English Composition (3)

An examination of the ways in which writers tell stories, to the strategies needed to teach general studies freshman/lower division (non-developmental) writing courses. It concludes a survey of relevant literature concerning instructional issues and applications in the classroom (i.e., process approaches, peer/collaborative activities, writing across disciplines, teaching writing with computers, writing assessment). Emphasis is given also to utilizing the writer/graduate student’s writing practices and experience. Students will develop appropriate instructional materials. 3 semester hours

LAE 560RW - Theoretical Foundations of Reading and Writing (3)

(replaces ACL560RW) Explores historical and current theories of reading comprehension, as well as theories of the process approach to composition. Emphasizes models from: cognitive psychology, transactional theory, and psycholinguistics. Synthesizes research that provides a foundation for those models and facilitates their application to the instructional delivery of reading and writing at the postsecondary level. Prerequisite(s): None. Co-require(s): None. 3 semester hours

LAE 561RW - Making the Reading and Writing Connection at the Post-Secondary Level (3)

(replaces ACL561RW) This course explores the significance of making the reading and writing
connection across the postsecondary curriculum through metacognitive model where the student learns through his/her own reading and writing experiences. These experiences become the foundation for an instructional model appropriate for adult learners. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

LAE 562RW - Strategies for Teaching Reading and Writing at the Post-Secondary Level (3)
(replaces ACL562RW) Investigates through observation and application instructional delivery systems designed to teach the adult how to enhance learning by becoming a more active reader. Integrates writing strategies that enhance the reading process. Applies the theories underlying the process intervention approach to postsecondary writing instruction and develops strategies and techniques for group settings. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

LAE 563RW - Analysis and Assessment of Reading Comprehension and Writing at the Post-Secondary Level (3)
(replaces ACL563RW) Compares/contrasts various formal and informal, quantitative and qualitative assessment instruments used throughout the process of reading comprehension instruction. Studies both the formative and summative nature of such instruments ranging from placement tests to pre-assessment inventories to post-instructional interviews and surveys. Also examines current practices in the evaluation of postsecondary student writing throughout the writing process in terms of assessment, andragogy, and composition theory with an emphasis upon utilization with the nontraditional student population. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

LAE 592 - Practicum/Internship in Teaching English Courses to Undergraduates (3)
This course provides a closely supervised actual teaching experience with instruction and mentoring for the graduate student. Students will teach an English Department, first or second term freshman composition course or other lower division composition or literature course (as available) or give instruction in an appropriate tutorial setting. 3 semester hours

LAE 594 - Independent Study/English (1 TO 3)
An opportunity for students in the Masters program to pursue an area of writing and/or research independently. Students are assigned to a faculty member for guidance and coaching. 1-3 semester hours

LAE 595 - Special Topics/English (1 TO 3)
Opportunity for students and faculty to create a course topic not on the regular schedule. Students may register for more than one Special Topic in the course of their degree program. 1-3 semester hours

LAE 599 - Thesis Project (1 TO 6)
The final showcase piece in the student’s portfolio. It is tailored to fit the student’s individual program. Examples of thesis projects might be: a collection of short stories, a short novel, a series of poems, a lengthy report for publication or for use in an organization, a series of articles, one long or several short children’s books, a series of periodical journals which the student has edited and managed for an organization, etc. The length and difficulty of the project will determine the credit hours to be awarded (3, 4, 5 or 6). Work may be based on previous course work but must show extensive rewriting and augmentation. Student is assigned to a faculty member for coaching and evaluation. 1-6 semester hours

LAE 599X - Thesis Continuation (0)
Continuous registration required until thesis is complete. Prerequisite(s): Masters standing, consent of instructor, and prior registration for the required number of hours in LAE 599. 0 semester hours

LAH - Philosophy

LAH 110 - Introduction to Philosophy (5)
Topics of study include: the nature of philosophy and philosophizing as a human function, how humans form questions and answers concerning the nature of existence, knowledge and values, how vocational philosophers (past and present) offer stimulus and resources for this function. 5 quarter hours Counts in the Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities.

LAH 120 - Logic and Effective Thinking (5)
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 every day 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. Co-requisite(s): None. 5 quarter hours
Distribution: GenEd-Humanities.

**LAM 305 - Philosophy of Values and Ethics (5)**

Philosophy of Values and Ethics will center on ways students can apply ethical traditions to concrete large-scale ethical problems. The course will explore the fundamental framework of ethical dilemmas of moral choice, the moral implications of decision making and personal integrity. Students will be challenged to create their own ethical point of view through essential examination of ethical theories, case studies, readings and current world events. Philosophy of Values and Ethics will encourage students to think of further ways in which ethical thinking can be assessed and applied to influence their actions. Prerequisite(s): Good standing in the Applied Behavioral Sciences program. Co-requisite(s): none. 5 quarter hours

**LAM 325 - Death, Dying and Near-Death Experiences (5)**

In this course students will explore their own belief systems and key theories and concepts regarding death, dying, and near-death experiences. Students will also explore their thoughts and feelings and key theories and concepts related to grief, loss, and bereavement. The experiences of dying individuals, bereaved individuals, and professionals in the field of Thanatology will provide context for exploration of death, dying, grief, loss, and bereavement in the western world. Near-death experiences will be explored through the stories by near-death experiencers and studies by researchers of near-death experiences. Students will also examine contemporary issues related to death and dying such as euthanasia, organ donation, cryogenics, and digital remains. Counts in the Humanities are of General Education. Pre-requisite(s): Admission to National Louis University Co-requisite(s): None 5 quarter hours
Distribution: GenEd-Humanities.

**LAM - Mathematics/Quantitative Reasoning**

**LAM 100A - Prealgebra (5)**

This developmental mathematics course focuses on basic mathematical principles and arithmetic operations. Topics covered include estimation, operations with fractions and decimals, percent, ratio, proportion, exponents, and an introduction to geometry and algebra. There is a major emphasis on translating word phrases and developing problem solving techniques. The use of appropriate technology is integrated throughout the course. This course earns non-mathematics elective credit toward a degree (subject to maximum quarter hour limit), but does not apply towards requirements in general studies or a math major, minor, or concentration. This course is taken on a Pass/No Credit basis. Prerequisite(s): Placement. 5 quarter hours
Distribution: Developmental Course.

**LAM 100B - Basic Algebra (5)**

This developmental course in algebra skills includes rational number arithmetic, integer exponents, solutions of first degree equations and inequalities in one and two variables, polynomial operations, factoring, literal equations, radical expressions, and solutions of second degree equations. Problem solving techniques and appropriate technology are integrated throughout. The course is intended for students who lack credit in high school algebra or who need a review of algebra. The course earns non-mathematics elective credit (subject to maximum quarter hour limit), and does not apply towards requirements in general education or a math major, minor, or concentration. This course is taken on a Pass/No Credit basis. Prerequisite(s): Placement or LAM 100A. 5 quarter hours
Distribution: Developmental Course.

**LAM 101 - Thinking Mathematically (5)**

This course provides a rich immersion experience in thinking mathematically which builds on a student's previous high school mathematics. Students will be active learners who observe, ask questions, investigate, discover, formulate and test conjectures in solving problems, and communicate ideas and conclusions orally and in writing. Problems will build on topics from among algebra, geometry, probability, graphing, and statistics to develop flexible mathematical thinking. Intended for students who wish to become education majors, students will learn what it means to think mathematically in order to deepen their own understanding of mathematics and to help their future students think mathematically. This course cannot be used to satisfy mathematics course requirements or mathematics course electives for majors, minors or concentrations in mathematics. Counts in the Other area of General Education requirements. Pre-requisite(s): Passed LAM 100B or Math Placement into LAM 110. 5 quarter hours.
Distribution: GenEd-Other.

**LAM 106 - Basic Statistics (5)**

This course provides an introduction to statistical methods, with an emphasis on analytical reasoning, solving of real-life problems, use of spreadsheet applications and online tools, and effective communication of data and findings to varied
audiences. Students study descriptive statistics, such as frequency distributions, graphing, and measures of central tendency and variation; probability distributions, including normal distributions, binomial distributions, and Poisson distributions; sampling and inferential statistics; correlation, causality, and regression; and hypothesis testing. Prerequisite(s): Placement; or LAM 100B or equivalent. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Quantitative Reasoning.

**LAM 109 - Statistical Literacy (5)**

This course introduces statistical ideas needed by educated people in the twenty-first century. Students are presented with the basic language, symbols, and computational tools of data analysis to explore real-world problems. Use of statistical reasoning to gain insight and draw conclusions from observations is covered. Topics include: experimental design, displaying data, measures of center and spread, normal distributions, percentiles, simple linear regression and correlation, probability laws, and confidence intervals. Counts in the Quantitative Reasoning Area of General Requirements. This course cannot be used to satisfy requirements or electives in majors, minors, or concentrations in mathematics. Prerequisite(s): Placement or LAM 100B Basic Algebra. Students cannot receive credit for both LAM 109 Statistical Literacy and LAM 106 Basic Statistics or both LAM 109 Statistical Literacy and LAM 216 Statistical Methods. 5 quarter hours

Distribution: GenEd-Quantitative Reasoning.

**LAM 110 - College Mathematics: Application of Mathematical Ideas (5)**

This course provides the basic preparation for more specialized courses in mathematics as determined by the student's major. Topics include graphical, symbolic, and numeric solutions of problems, number systems, integer and rational exponents, radicals, functions, first and second degree equations and inequalities, systems of equations and inequalities, measurement, and geometry. Although emphasis is placed on the development of algebraic skills, problem solving is a main component of the course. A graphing calculator is required. The course does not apply toward a math concentration or major and is not IAI transferable as a general education requirement. Counts towards the Quantitative Reasoning Area of General Education Requirements. Prerequisite(s): LAM 100B. 5 quarter hours Counts in the Quantitative Reasoning Area of General Education Requirements.

Distribution: GenEd-Quantitative Reasoning.

**LAM 112 - Math Content for Teachers I (5)**

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 Elementary Teacher Education. A weekly lab component is required. Counts in the Quantitative Reasoning Area of General Education Requirements. This course cannot be used to satisfy mathematics course requirements or electives for majors, minors, or concentrations in mathematics. Prerequisite(s): LAM 110 or LAM 101 or placement 5 quarter hours Counts in the Quantitative Reasoning Area of General Education Requirements.

Distribution: GenEd-Quantitative Reasoning.

**LAM 115 - Quantitative Methods in Criminal Justice (5)**

This course provides a foundation in quantitative analysis of data and the application of these methods to criminal justice problems and related data. Topics include: representing and displaying data, measures of center and spread, normal, binomial, and Chi-square distributions, percentiles, linear regression and correlation, and statistical tests of significance. This course counts in the Quantitative Reasoning area of general education. This course cannot be used to satisfy requirements or electives in majors, minors, or concentrations in mathematics. Prerequisite(s): Placement or LAM 100B. Students may not receive credit for more than one of these courses: LAM 115, LAM 106, LAM 109, or LAM 216 5 quarter hours

Distribution: GenEd-Quantitative Reasoning.

**LAM 213 - Math Content for Teachers II (5)**

This course focuses on mathematical reasoning and problem solving. It examines the underlying conceptual framework of the elementary mathematics topics of algebra and informal geometry, metric measurement, rational and real number operations, percent probability, and statistics. Estimation, models, graphs, and manipulatives are used in a variety of problem-solving situations. The two-course sequence of LAM112 and LAM213 is required for students in Elementary Teacher Education. A weekly lab component is required. This course cannot be used to satisfy mathematics course requirements or mathematics course electives for majors, minors or concentrations in mathematics. Pre-requisite(s): LAM 110 (or LAM 101) and LAM 112 5 quarter hours. Counts in the Quantitative Reasoning Area of General Education Requirements.
Distribution: GenEd-Quantitative Reasoning.

**LAM 214 - Finite Mathematics (5)**

This course covers applied mathematical ideas for students in business, management, economics, social and life sciences with applications drawn from these fields. It includes topics such as linear equations and inequalities, determinants, matrices and matrix algebra, linear programming, simplex method, applications of matrices, combinatorics and probability theory, stochastic processes, game theory, Markov chains, and the mathematics of finance. This course applies toward the mathematics concentration. This course counts in the Quantitative Reasoning Area of General Education Requirements. Prerequisite(s): LAM 220 (College Algebra) or placement or departmental approval or an ACT Math score of 26 or higher. 5 quarter hours

Distribution: GenEd-Quantitative Reasoning.

**LAM 216 - Statistical Methods (5)**

Examination of the application of statistical description and inference in business, psychology, and science. Topics include: frequency distributions, graphing techniques, measures of central tendency and dispersion, normal distribution, correlations, regression, probability and sampling methods, hypothesis testing and decision making, t-tests and analysis of variance. This course does not apply toward the mathematics concentration. This course counts in the Quantitative Reasoning Area of General Education Requirements. Prerequisite(s): LAM 110 or placement. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Quantitative Reasoning.

**LAM 220 - College Algebra (5)**

The fundamental concepts of college algebra including absolute value, factoring and roots, operations with rational exponents, and graphing are examined. Topics developed include systems of equations and inequalities, matrices and determinants, the theory of polynomials, trigonometric functions, and exponential and logarithmic functions. This course applies toward the mathematics concentration. Prerequisite(s): LAM 110. 5 quarter hours Counts in the Quantitative Reasoning Area of General Education Requirements.

Distribution: GenEd-Quantitative Reasoning.

**LAM 225 - Quantitative Methods in the Workplace (5)**

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. This course cannot be used to satisfy mathematics course requirements or mathematics course electives for majors, minors or concentrations in mathematics. Pre-requisite(s): Sophomore standing and academic standing and academic skills assessment. 5 quarter hours. Counts in the Quantitative Reasoning Area of General Education Requirements.

Distribution: GenEd-Quantitative Reasoning.

**LAM 301 - Mathematics Content for Teachers: Problem Solving (5)**

This course provides the students with nonroutine problem-solving experiences in a variety of situations for the purpose of improving problem-solving skills. Specifically, the course emphasizes three aspects of problem solving: problem-solving strategies, problem solving in subject areas, and problem creation. It is intended primarily as a content course for prospective elementary or middle school teachers. This course applies toward the mathematics concentration. Prerequisite(s): LAM 110, LAM 112, and LAM 213 required, LAM 220 recommended. 5 quarter hours

**LAM 303 - Computer Programming I (5)**

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): LAM 220 - College Algebra or equivalent is required. One additional course from LAM307, LAM 308, LAM 309, or LAM 312 is recommended. 5 quarter hours

**LAM 305 - Computer Programming II (5)**

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
This course examines the introductory topics of differential calculus. Topics include limits, continuity, interpretations of the derivative, and techniques of differentiation. The derivative is applied to the solution of problems of related rates, curve sketching, and optimization. Transcendental functions and their derivatives are included. This course applies toward the math major, minor, and concentration. Prerequisite(s): LAM 310 Precalculus or equivalent or departmental approval. 5 quarter hours

LAM 312 - Calculus II (5)

This course examines the introductory topics of integral calculus. Topics include sequences, Riemann sums, and applications of the integral to finding the volume of solids of revolution, surface area, arc length, centroids, fluid pressure, and work. Techniques of integration are applied to transcendental functions, hyperbolic functions, and indeterminate forms. This course applies toward the math major, minor, and concentration. Prerequisite(s): LAM 311 Calculus I or equivalent or departmental approval. 5 quarter hours

LAM 315 - History of Math: A Problem-Solving Approach (5)

This course provides a survey of the historical development of mathematics from early times to the present with a focus on problem-solving. Mathematical problems representative of significant contributions in numeration, algebra, geometry, combinatorics, and number theory are emphasized. Biographies of mathematicians focus on the type of problems solved and the methods of solutions employed with an examination of the historical context. This course applies toward the math major, minor, and concentration. Prerequisites: LAM 112, LAM 213, and a 200-level math course or equivalent or departmental consent. 5 quarter hours

LAM 320 - Discrete Mathematics (5)

This course provides an introduction to the topics and techniques of discrete methods, combinatorial reasoning, and finite algebraic structures. Set theory, logic, and functions provide the unifying themes as finite systems are studied. Topics include sets, counting, recursion, graph theory, trees, nets, Boolean Algebra, automata, and formal grammars and languages. The nature and importance of the algorithmic approach to problem solving is stressed. This course applies toward the mathematics concentration. Prerequisite: At least one 200-level mathematics course or consent of department. 5 quarter hours

LAM 325 - Linear Programming (5)
This course deals with the problem of minimizing or maximizing a linear function in the presence of linear inequalities. Linear programming is used by decision makers to solve multi-variable, multi-goal problems commonly found in accounting, finance, management, marketing, industry, government, military, and urban planning. Topics include the study of linear inequalities, linear programming problems, and solving problems by the simplex method. This course applies toward the mathematics concentration. Prerequisite(s): LAM 214 or LAM 220 or consent of department. 5 quarter hours

**LAM 330 - Matrix Algebra (5)**

This course presents the most basic laws of matrix algebra. Methods for obtaining a complete solution of any given system of linear equations, homogeneous or nonhomogeneous, are introduced. This method allows extensive use of concrete examples and exercises to facilitate the learning of abstract concepts. Prerequisite(s): LAM 220 or consent of department. 5 quarter hours

**LAM 403 - Mathematical Probability and Statistics (5)**

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): LAM 308 recommended and LAM 311 required. 5 quarter hours

Distribution: GenEd-Quantitative Reasoning.

**LAM 405 - Geometry (5)**

This course provides an advanced study of Euclidean geometry with an emphasis on formal proofs. Major concepts of Euclidean geometry and selected non-Euclidean geometries are examined. Theorems of the reals, incidence, congruence, distance, and triangles are proved using a variety of methods. Various interpretations of geometry through number and transformations of the plane are explored. This course applies toward the math major, minor, and concentration. Prerequisites: LAM 307 recommended and LAM 311 required or departmental consent. 5 quarter hours

**LAM 410 - Linear Algebra (5)**

This course is designed to introduce some of the basic concepts and techniques of linear algebra. The emphasis is on intuitive development and application of computational tools. Matrices and systems of equations are used as vehicles for the introduction, application, and interpretation of vector spaces, subspaces, independence, and dimension. Prerequisite(s): LAM 312 or consent of department. 5 quarter hours

**LAM 450 - History of Mathematics for Teachers: Algebra and Geometry (3 OR 5)**

This course provides a study of the historical development of algebraic and geometric principles from the earliest civilizations. The mathematical emphasis will be on important theorems and emerging conceptual developments in algebra and geometry. A problem-solving approach will be used to focus on the mathematics of each historical development. Students will research the biographies and mathematical contributions of significant mathematicians in the development of algebra and geometry, analyze the contributions within historical, cultural, scientific and political contexts, and trace the solution of mathematical problems historically. Prerequisite(s): One upper level math course, one math for teachers course, or departmental consent. 5 quarter hours or 3 semester hours

**LAM 451 - History of Mathematics for Teachers: Probability and Statistics (3 OR 5)**

This course provides a study of the historical development of elementary counting techniques, permutations, combinations, probability and statistics from the earliest evidence to the present. The mathematical emphasis will be on important theorems and emerging conceptual developments in probability and statistics. A problem-solving approach will be used to focus on the mathematics supporting each historic development. Students will research the biographies and mathematical contributions of significant mathematicians. Students will analyze mathematical developments within historical, cultural, and political contexts and trace the solution of mathematical problems historically. Prerequisite(s): One upper level math course, one math for teachers course, or departmental consent. 5 quarter hours or 3 semester hours

**LAM 490 - Math Independent Study (2 TO 5)**

Students conduct in-depth examinations of a topic in mathematics culminating in an interpretive report. Prerequisites: LAM 220, consent of instructor. 2-5 quarter hours for Undergraduate Students

**LAM 491 - Applied Project in Quantitative Studies (5)**

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 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

Distribution: GenEd-Quantitative Reasoning.

**LAN 495 - Math Special Topics (2 TO 5)**

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. 2-5 quarter hours

**LANG - Language**

**LANG 486A - Workshop/Applied Language/An Overview of Language (1)**

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(s): none One quarter hour or one semester hour

**LAN - Natural Science**

**LAN 102 - Medical Terminology (2)**

(formerly AHG 102) 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

**LAN 106 - Introduction to Scientific Thought (5)**

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 LAN 106 and LAN 107. Prerequisite(s): None 5 quarter hours

Distribution: GenEd-Laboratory Life Science.

**LAN 108 - Focus on the Solar System (5)**

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 meteoroids; the birth, life, and projected death of the sun will be discussed. It does not count towards a major, minor or concentration in a natural science area, and is not open to Biology majors. Students may not receive credit for both LAN 108 Focus on the Solar System and LAN 354 Astronomy. This course counts in the Physical and Life Sciences Area of General Education as a Physical Science. Prerequisite(s): None. 5 quarter hours

Distribution: GenEd-Physical Science.

**LAN 110 - General Biology (5)**

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 LAN 110 and LAN 215. Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Laboratory (LAN 110L). Prerequisite(s): None 5 quarter hours

Distribution: GenEd-Laboratory Life Science.

**LAN 150 - Survey of Physical Science (5)**

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 (LAN 150L). Counts in the Physical and Life Sciences Area of General Education Requirements as a Physical Science. Prerequisite(s): LAM 100B or equivalent or consent of instructor. 5 quarter hours

Distribution: GenEd-Laboratory Physical Sci.

**LAN 201 - Biology II (5)**

This course focuses on the diversity of life, its evolution, and ecology. The basic concepts addressed in General Biology LAN 110 are applied to organisms. Plant and animal structure, function, and development, are emphasized and applied to understanding of the relationship between organisms and their environments. Lab: LAN 201L. Prerequisite(s): LAN 110 General Biology. 5 quarter hours

Distribution: GenEd-Laboratory Life Science.
LAN 215 - Issues in Biology (5)
This course provides an introduction to a variety of topics in biology. Basic principles such as the scientific method, classical and molecular genetics, cloning health, global and environmental concerns are discussed. These enable the exploration of the scientific basis of current issues. This course cannot serve as a prerequisite to other biology courses. Credit cannot be received for both LAN 215 and LAN 110. Cannot be used to satisfy requirements or electives in majors or minors in any natural science field. Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Laboratory: LAN 215L. Prerequisite(s): None. Co-requisite(s): LAN 215L. 5 quarter hours

Distribution: GenEd-Laboratory Life Science.

LAN 220 - Infectious Diseases (2)
This course introduces students to infectious diseases caused by bacteria, viruses or protozoa. The chosen diseases serve as a model for the study of the way in which microbes cause disease and how they spread in the population. Credit cannot be received for both LAN 220 and LAN 412. Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): LAN 110, LAN 215 or equivalent 2 quarter hours

Distribution: GenEd-Life Science.

LAN 225 - Human Impact on the Environment (5)
Effects of human population growth, energy usage, consumption, agriculture, urbanization, pest management, and pollution of air and water on ecosystem health and biodiversity. Conservation biology, environmental policy issues, and environmental ethics will also be discussed. Students cannot receive credit for this course and LAN 300 Ecology and Conservation. Counts in the Physical and Life Sciences area of general education as a Life Science. Cannot be used to satisfy requirements or electives in majors or minors or concentrations in Natural Science. Prerequisite(s): None. 5 quarter hours

Distribution: GenEd-Life Science.

LAN 260 - Consumer Chemistry (5)
Basic concepts of chemistry developed while investigating various consumer and environmental topics. Students explore the science behind newsworthy issues such as global warming, acid rain and energy alternatives. Consumer products including food and food additives, non-prescription drugs, cosmetic and textiles are analyzed. Laboratory - 5 quarter hours Counts in the Physical and Life Sciences Area of General Education Requirements.

Distribution: GenEd-Laboratory Physical Sci.

LAN 300 - Ecology and Conservation (3 OR 5)
This course covers the basic principles of the science of ecology at the physiological, population, community, and ecosystem level; application to problems in conservation. Field trips will be taken when possible. An independent research project is required for 5 quarter-hours credit. Students cannot receive credit for this course and LAN 225 Human Impact on the Environment. Fulfills the Physical and Life Sciences area of General Education as a Life Science. Laboratory LAN300L. Pre-requisite(s): LAN 110 3 OR 5 quarter hours

Distribution: GenEd-Laboratory Life Science.

LAN 301 - Human Physiology (5)
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 (LAN 301L). Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): LAN110 5 quarter hours

Distribution: GenEd-Laboratory Life Science.

LAN 302 - Botany (5)
This course covers the basic principles of plant biology including evolution, taxonomy, morphology, physiology, and ecology. Laboratory LAN302L. Field trips if possible. Collection required. Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): LAN 110 5 quarter hours

Distribution: GenEd-Laboratory Life Science.

LAN 306 - Microbes—Global Perspectives (5)
This course examines infectious diseases caused by bacteria, viruses or protozoa. The course includes the basic biology of microorganisms, how they differ, and how they cause disease. The transmission of diseases and their global spread is emphasized. This is a laboratory course. Students may not receive credit for this course and either LAN 411 or LAN 412. Counts in the Physical and Life Sciences Area of General Education requirements as a Life Science. Prerequisite(s): LAN 110 or equivalent Co-requisite: LAN 306L 5 quarter hours

Distribution: GenEd-Laboratory Life Science.

LAN 310 - History of Medical Science (5)
This is an introductory course that surveys the worldwide history of medicine from ancient times to today, emphasizing the more recent practices in the U.S. Episodes in the history of medicine will be discussed to explore how major discoveries changed medicine and the view of health, and illness. Discoveries such as microorganisms, DNA function, advances in physiology, immunology, development of vaccines and various drugs, will be examined in view of how they changed the course of medicine and our understanding of diseases. Prerequisite(s): LAN 110 General Biology. 5 quarter hours

Distribution: GenEd-Life Science.

LAN 315 - Bioethics (4)

The course will examine the moral and ethical dilemmas created and intensified by recent advances in biomedical technology. It will focus on issues such as biomedical research and research subjects, informed consent, reproductive issues, genetic screening and counseling, genetic engineering, cloning, allocation of scarce resources, euthanasia and abortion. Case studies will be used to examine ethical issues that arise within the medical, scientific communities, and the general public. Prerequisite(s): LAN 110, LAE 101, or equivalent coursework. 4 quarter hours

LAN 320 - Human Genome (2 TO 4)

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): LAN 110 General Biology, LAN 215 Issues in Biology, equivalent course, of instructor permission 2-4 quarter hours

Distribution: GenEd-Life Science.

LAN 325 - Human Genetics (5)

This course covers the basics of human genetics. It focuses on the various modes of inheritance, including recessive, dominant, X-linked, polygenic, mitochondrial, tri-nucleotide expansions and genetic imprinting. Major genetic-based human diseases will be discussed. The molecular basis of inheritance and most recent knowledge of the human genome will be incorporated into the course. Counts in the Physical and Life Sciences Area of General Education Requirements. Laboratory LAN 325L. Prerequisite(s):

General Biology LAN 110 or equivalent. 5 quarter hours

Distribution: GenEd-Laboratory Life Science.

LAN 350 - Physical Geology (5)

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 (LAN 350L). Counts in the Physical and Life Sciences Area of General Education Requirements as a Physical Science. Prerequisite(s): LAN 150 or consent of instructor 5 quarter hours

Distribution: GenEd-Laboratory Physical Sci.

LAN 354 - Astronomy (5)

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 (LAN 354L). Students cannot receive credit for this course and LAN 108 Focus on the Solar System. Counts in the Physical and Life Sciences area of General Education Requirements as a Physical Science. Pre-requisite(s): LAM 100B or consent of instructor. 5 quarter hours

Distribution: GenEd-Laboratory Physical Sci.

LAN 400 - Introduction to Pathology (5)

This course provides an overview of human pathology, i.e., the causes, mechanisms, effects and patterns of disease. It introduces the common basic concepts and terminology that are applied to a variety of different pathological diseases. These include, among others, injury to cells and tissues, developmental disorders, inflammation and repair mechanisms, exposure to environmental substances (toxins, drugs), and neoplasia. Prerequisite(s): LAN 200 or equivalent, LAN 205 or LAN 304 or equivalent, or consent of instructor. 5 quarter hours

LAN 401 - Introduction to Epidemiology (5)

Epidemiology is the study of disease from a population perspective. This course will deal with both descriptive and analytical epidemiology. The course introduces historical and modern methods used to describe patterns of disease spread, morbidity, and mortality in human populations. It also covers analytical epidemiology, i.e., the design of epidemiologic studies and clinical trials, as well as methods for identifying associations between disease outcomes and hypothesized physiological, behavioral, genetic, and environmental risk factors. Application
of epidemiological findings to public health policy, genetic screening, environmental policy, and some ethical issues will also be discussed. Prerequisite(s): LAN 110 and LAN 366 or LAM 216. 5 quarter hours

LAN 409 - Genetics (5)
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 LAN 409L. Counts in the Physical and Life Sciences area of General Education Requirements as a Life Science. Prerequisite(s): Grade of C or higher in LAN 110; LAM 100B or equivalent or higher math placement, or consent of the instructor. 5 quarter hours
Distribution: GenEd-Laboratory Life Science.

LAN 420 - Tropical Marine Biology (3 OR 5)
This course begins on campus with an introduction to the ecological phenomena and organisms found in and around coral reefs. The course culminates in a one week stay at a tropical research center located near the barrier reef in Belize. Students snorkel at the reef and visit nearby ecosystems, including mangrove swamps, sea grass beds, and beaches. Students also travel inland to study Mayan ruins and tropical forest ecosystems. Counts in the Physical and Life Sciences area of general education as a Life Science. For graduate credit, participants develop and share classroom activities that can be used to introduce marine biology to middle or high school students. Prerequisite(s): A course in general biology; graduate standing for graduate credit. 5 quarter hours or 3 semester hours
Distribution: GenEd-Laboratory Life Science.

LAN 422 - Biological Evolution (5)
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 micro evolutionary hypotheses will be examined. Prerequisite(s): A course in general biology and a course in genetics. 5 quarter hours
Serves as a biology elective for undergraduate students majoring in Biology. For elementary education majors, it will count towards fulfillment of a concentration in Biology or Science. Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science.
Distribution: GenEd-Life Science.

LAN 426 - Biochemistry II (5)
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 (LAN 426L). Prerequisite(s): LAN 110 General Biology; LAN 250 and LAN 251 General Chemistry I and II; LAN 358 Survey of Organic Chemistry or LAN 362 Organic Chemistry I; LAN 425/425L Biochemistry I 5 quarter hours

LAN 435 - Virology (5)
The study of animal viruses. The basic principles of virology are the core of this course. The course includes the basic biology of viruses, their mode of entry, replication, pathogenesis, and transmission. Viral diseases are discussed with emphasis on prevention and world-wide spread. Prerequisite(s): LAN 110 or equivalent, LAN 412 (Medical Microbiology) or equivalent, and LAN 415 (Molecular Genetics) or equivalent. 5 quarter hours

LAN 490B - Independent Study--Biology (1 TO 5)
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): LAN 110 1-5 quarter hours
Distribution: GenEd-Life Science.

LAN 490E - Independent Study--Earth Science (1 TO 5)
This course is designed for a student, with the assistance of the instructor, to select an experimental in-depth problem for research and report. Students will work under the direction of a faculty member. Students must obtain permission from a department faculty member prior to registration. Counts in the Physical and Life Sciences Area of General Education Requirements as a Physical Science. Prerequisite(s): LAN150 or other Earth Science course 1-5 quarter hours
Distribution: GenEd-Physical Science.

LAN 495 - Science Special Topic (2 TO 5)
2-5 quarter hours

LAN 495B - Biology Special Topic (2 TO 5)
This course is a Biology topic of special interest that will be studied in depth. The course will cover any topic or topics in the fields of biological sciences
which are not taught within the regular course offerings. The course may be registered for more than once, since topics vary each term. Counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science. Prerequisite(s): LAN110 or as appropriate, or consent of instructor 2-5 quarter hours

LAN 495E - Earth Science Special Topic (2 TO 5)
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 that 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): LAN 150 or as appropriate, or consent of instructor. 2-5 quarter hours

LAN 495N - Environmental Science Special Topic (2 TO 5)
This course focuses on a topic in Environmental Science that will be studied in depth. The course will cover any topic or topics in the environmental sciences that is taught in less depth or not taught at all within the regular courses offered by the department. Because topics change from term to term, students may register for the course more than once. The course counts in the Physical and Life Sciences Area of General Education Requirements as a Life Science, if the topic is broad enough. Prerequisite(s): LAN110 or as appropriate, or consent of instructor. 2-5 quarter hours

LAN 495P - Physical Science Special Topic (2 TO 5)
This course is a Physical Science topic of special interest that will be studied in depth. The course will cover any topic or topics in the fields of physical sciences which are not taught within the regular course offerings. The course may be registered for more than once, since topics vary each term. Counts in the Physical and Life Sciences Area of General Education Requirements as a Physical Science. Prerequisite(s): LAN150 or as appropriate, or consent of instructor. 2-5 quarter hours

LAN 499B - General Biology Seminar (3 TO 5)
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): LAN 110 and LAN 250 or equivalent, or instructor's permission. 3-5 quarter hours

LAP - Psychology/Behavioral Science

LAP 100 - General Psychology (5)
This course provides students with an overview of fields of psychology including biological, social, developmental and adjustive aspects of behavior. Types of personality, perception, motivation, emotions, and social behavior will be discussed. This course is primarily for liberal arts students, but is open to all students. Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): none 5 quarter hours
Distribution: GenEd-Behavioral Science.

LAP 200 - Psychology of Development in the Infant/Toddler Years (5)
The course emphasizes theory and research related to the development in the first three years of life. Observations of infants and toddlers and their relationship to developmental expectations are discussed. Care giving, infant and toddler needs, and individual differences in family, hospital, and day care settings are examined. Developmental assessments and the nurturing of physical, social, emotional, and cognitive development of infants and toddlers are explored. (Developmental Psychology; Community Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): None 5 quarter hours

LAP 201 - Psychology of Early Childhood (5)
This course will focus on the social, biological, and cognitive development during the first six years of life. Analysis, evaluation, and implications of relevant cognitive, social and self-theories and research will be covered. Case studies and observations of infants and children from birth through age eight will be an integral part of the course. (Developmental Psychology and Community Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): None 5 quarter hours

LAP 202 - Psychology of Middle Childhood and Adolescence (5)
This course will focus on the social, biological, and cognitive development during the middle childhood and adolescent years. Analysis, evaluation, and implications of relevant cognitive, social and self-
theories and research will be covered. Case studies and observations of children age six through adolescence will be an integral part of the course. (Developmental Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): none 5 quarter hours

Distribution: Developmental Psychology GenEd-Behavioral Science.

LAP 205 - Approaches to Psychology (5)

This course explores the five major approaches to psychology: biological, behaviorist, cognitive, psychodynamic, and humanistic; providing a conceptual overview of psychology. The methods, theories, and assumptions of each approach are described and explored. This course fulfills the Behavioral Science Area of General Education requirements only for students in the accelerated degree completion programs, Applied Behavioral Science, Health Care Leadership, Bachelor of Science in Management, Bachelor of Science in Management Information Systems, and the Master of Arts in Teaching. Exceptions require Psychology Department approval. Prerequisite(s): Enrollment or pre-enrollment in Applied Behavioral Sciences, Health Care Leadership, and Bachelor of Science in Management degree completion programs, and the Master of Arts in Teaching. Traditional undergraduates may take the course only with the permission of the Psychology Department. 5 quarter hours

Distribution: GenEd-Behavioral Science.

LAP 206 - Psychology in Everyday Life (5)

This course focuses on six areas of psychology and their relevance to everyday lives. Salient aspects of consciousness and memory, gender and sexuality, thinking, language, intelligence, motivation and emotion in everyday life will be described and explored. This course fulfills the Behavioral Science Area of General Education requirements only for students in the accelerated degree completion programs, Applied Behavioral Science, Health Care Leadership, Bachelor of Science in Management, Bachelor of Science in Management Information Systems, and the Master of Arts in Teaching. Exceptions require Psychology Department approval. Prerequisite(s): Enrollment or pre-enrollment in Applied Behavioral Sciences, Health Care Leadership, and Bachelor of Science in Management degree completion programs, and the Master of Arts in Teaching. Traditional undergraduates may take the course only with the permission of the Psychology Department. 5 quarter hours

Distribution: GenEd-Behavioral Science.

LAP 300 - Adult Development and Learning Assessment (5)

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


LAP 302 - Psychological Negotiations (5)

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. Exceptions require Psychology Department approval. Prerequisite(s): Enrollment or pre-enrollment in the following accelerated degree completion programs or the M.A. Teaching: B.A. Applied Behavioral, B.A. Health Care Leadership, B.S. Management and B.S. Management Information Systems. Traditional undergraduates may take the course Department. Co-requisite(s): none. 5 quarter hour

Distribution: GenEd-Behavioral Science.

LAP 303 - Introduction to Psycholinguistics (5)

This course introduces students to psycholinguistics: the study of how humans acquire, comprehend, produce, and use language. Topics will include the question of whether language is innate or learned, the mental processes involved in the acquisition, comprehension, and production of language, the relationship between language and thought, and the influence of language on cognitive development. (Developmental/Cognitive Psychology) Prerequisite(s): One previous psychology course. Co-requisite(s): none. 5 quarter hours

Distribution: Cognitive Psychology Developmental Psychology.

LAP 305 - Memory and Cognition (5)
This course explores basic concepts in theory and research in cognitive processes with an emphasis on human memory. Topics include learning, memory, perception, language, reasoning, problem solving and decision making. Also covered is an introduction to the broader field of cognitive science. (Cognitive Psychology) Counts in the Behavioral Science Area of General Education requirements. Prerequisite(s): One previous psychology course or consent of instructor. 5 quarter hours


**LAP 306 - Theories of Personality (5)**

This course introduces students to the numerous viewpoints on the nature and development of personality. This will include various theories such as psychoanalytic, behaviorist, existential, interpersonal, humanistic, cognitive, biological/genetic and social. The techniques of personality assessment and psychotherapy will also be addressed. (Personality/Clinical Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): One previous psychology course. 5 quarter hours

Distribution: Clinical Psychology GenEd-Behavioral Science Personality Psychology.

**LAP 307 - Abnormal Psychology (5)**

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): LAP 100 or equivalent 5 quarter hours

Distribution: Clinical Psychology GenEd-Behavioral Science Personality Psychology.

**LAP 308 - Personality Theorists (5)**

This course introduces theorists and theories associated with four predominant areas of personality psychology. Theorists from the following four areas are discussed: psychodynamic; humanistic/existential, dispositional, and social learning. This course fulfills the Behavioral Science Area of General Education requirements only for students in the accelerated degree completion programs: Applied Behavioral Sciences, Health Care Leadership, Management, Management Information Systems, and the Master of Arts in Teaching. Exceptions require Psychology Department approval. Prerequisite(s): Enrollment or pre-enrollment in Bachelor of Arts in Applied Behavioral Sciences, Bachelor of Science in Health Care Leadership, Bachelor of Science in Management, Bachelor of Science in Information Systems degree completion programs, and the Master of Arts in Teaching. Traditional undergraduates may take the course only with the permission of the Psychology Department. 5 quarter hours

Distribution: GenEd-Behavioral Science.

**LAP 309 - Six Significant Principals of Social Psychology (5)**

This course explores six significant principles of social psychology and their application to contemporary life. It examines the importance of the social setting and interpersonal dynamics in understanding the social dimension of human thought, feeling and action. This course fulfills the Behavioral Science Area of General Education requirements only for students in the accelerated degree completion programs, Applied Behavioral Science, Health Care Leadership, Bachelor of Science in Management, Bachelor of Science in Management Information Systems, and the Master of Arts in Teaching. Exceptions require Psychology Department approval. Prerequisite(s): One previous psychology course. Enrollment or pre-enrollment in Applied Behavioral Sciences, Health Care Leadership, and Bachelor of Science in Management degree completion programs, and the Master of Arts in Teaching. Traditional undergraduates may take the course only with the permission of the Psychology Department. 5 quarter hours

Distribution: GenEd-Behavioral Science.

**LAP 310 - Introduction to Industrial/Organizational Psychology (5)**

This course introduces students to the application of psychological theories and practice to organizational problems. Topics to be examined include employee selection, placement and training, job satisfaction, work motivation and performance, leadership, and organizational design and development. (Organizational Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): One previous psychology course. 5 quarter hours

Distribution: GenEd-Behavioral Science Organizational Psychology.

**LAP 315 - Lifespan Development (5)**

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
LAP 316 - Emotional Intelligence (5)

This course presents the development and views of the concept of Emotional Intelligence. It examines the controversies that have emerged, the research that addresses these controversies and the measurement, relevancy and application of the concept to everyday life. This course fulfills the Behavioral Science Area of General Education requirements only for students in the accelerated degree completion programs, Applied Behavioral Science, Health Care Leadership, Bachelor of Science in Management, Bachelor of Science in Management Information Systems, and the Master of Arts in Teaching. Exceptions require Psychology Department approval. Prerequisite(s): One previous psychology course. Enrollment or pre-enrollment in Applied Behavioral Sciences, Health Care Leadership, and Bachelor of Science in Management degree completion programs, and the Master of Arts in Teaching. Traditional undergraduates may take the course only with the permission of the Psychology Department. 5 quarter hours

Distribution: GenEd-Behavioral Science.

LAP 317 - Psychology of Happiness (5)

This course focuses on happiness defined by positive psychology as subjective well-being and optimal human functioning. The course will examine the relationship of emotions, affect, cognition, self-esteem, mindfulness, engagement and social relations to happiness. The course will also explore the measurement and enhancement of happiness. This course fulfills the Behavioral Science Area of General Education requirements only for students in the accelerated degree completion programs, Applied Behavioral Science, Health Care Leadership, Bachelor of Science in Management, Bachelor of Science in Management Information Systems, and the Master of Arts in Teaching. Exceptions require Psychology Department approval. Prerequisite(s): Enrollment or pre-enrollment in Applied Behavioral Sciences, Health Care Leadership, and Bachelor of Science in Management degree completion programs, and the Master of Arts in Teaching. Traditional undergraduates may take the course only with the permission of the Psychology Department. 5 quarter hours

Distribution: GenEd-Behavioral Science.

LAP 320 - Psychological Assessment of the Young Child—Part I (2)

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. (Community/Personality/Clinical/Developmental Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): One developmental psychology course or consent of instructor. 2 quarter hours

Distribution: Clinical Psychology Community Psychology Developmental Psychology GenEd-Behavioral Science Personality Psychology.

LAP 321 - Psychological Assessment of the Young Child—Part II (3)

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): LAP 320 - Psychological Assessment of the Young Child Part I 3 quarter hours

Distribution: Clinical Psychology Community Psychology Developmental Psychology GenEd-Behavioral Science Personality Psychology.

LAP 325 - Psychology of Play and Therapeutic Applications (5)

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 atypical development. The use of play in assessment and behavior change is studied. Other topics include methods and materials of play and the role of play in learning and development. (Personality/Clinical Psychology) Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): none 5 quarter hours

Distribution: Clinical Psychology GenEd-Behavioral Science Personality Psychology.

LAP 330 - Social Psychology (5)

Students will be introduced to the role of the group and sociocultural factors in the development of behaviors in individuals, with special attention given to group dynamics. Illustrations will be presented on how social psychologists study people and formulate
theories. The history of social psychology, perception, cognition, influence, attitudes, relationships, altruism, antisocial behavior, and group processes are some of the topics that will be covered. (Social/Community Psychology) Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): One previous psychology course. 5 quarter hours


LAP 340 - Effective Interpersonal Relationships (5)

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. Co-requisite(s): None. 5 quarter hours

Distribution: Clinical Psychology Community Psychology Organizational Psychology Personality Psychology.

LAP 342 - Interpersonal Helping Skills (5)

This course will allow students to focus on the helping skills needed for small groups and dyads in community settings. Various techniques, goals, methods, and outcomes of interpersonal helping will be examined. Interpersonal skills training is included in this course. (Personality/Clinical/Community Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): One previous Psychology course. 5 quarter hours

Distribution: Clinical Psychology Community Psychology GenEd-Behavioral Science Personality Psychology.

LAP 348 - Cross-Cultural Communication (5)

This course will cover theoretical and practical knowledge of cross-cultural psychology with an emphasis on intercultural communication processes and the challenges caused by cultural differences. The course will address psychological and cultural factors that contribute to effective interpersonal communication. Practical suggestions for improving communication skills will be provided. (Community/Organizational Psychology). Counts in the Communication or Behavioral Science Areas of General Education Requirements. Prerequisite(s): One previous psychology course 5 quarter hours

Distribution: Community Psychology GenEd-Behavioral Science Organizational Psychology.

LAP 350 - Culture and Self (5)

Students will be introduced to the cross-cultural study of the self as it has been understood in the Western and Eastern cultures. This course presents an interdisciplinary study of the self-concept drawn from the social, psychological, sociological, and anthropological literature. The focus of this course is on the interpretation and enhancement strategies of the self in classroom and counseling settings, offering possible explanations for the treatment of minorities in these settings. (Community Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite(s): One previous psychology course or approval of advisor. 5 quarter hours

Distribution: Community Psychology GenEd-Behavioral Science.

LAP 351 - Language and Identity (5)

This course explores the connection between language and identity and how language contributes to the psychological processes involved in the construction of a sense of self. It discusses the features of ethnic varieties of language and how the language varieties are used by speakers to establish membership within the groups. This course fulfills the Behavioral Science Area of General Education only for students in the accelerated degree completion programs, Applied Behavioral Science, Health Care Leadership, Bachelor of Science in Management, Bachelor of Science in Management Information Systems, and the Master of Arts in Teaching. Exceptions require Psychology Department approval. Prerequisite(s): One previous psychology course. Enrollment or pre-enrollment in Applied Behavioral Sciences, Health Care Leadership, Bachelor of Science in Management, Bachelor of Science in Management Information Systems, and the Master of Arts in Teaching. Traditional undergraduates may take the course only with the permission of the Psychology Department. Co-requisite(s): none. 5 quarter hours

Distribution: GenEd-Behavioral Science.

LAP 352 - Children and Families under Stress (5)

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
LAP 355 - Near-Death Experiences--Connection to Consciousness (5)

This course will explore the question of the connection of brain, mind, and consciousness and its relevance in near-death experience studies. The focus of this course also is on the effect that near-death experiences have on the experiencer and others. Explanations of near-death experiences from a neurobiological, psychological, and transpersonal perspective will be explored. Prerequisite(s): Admittance to National-Louis University. Enrollment or pre-enrollment in Applied Behavioral Sciences, Health Care Leadership, Bachelor of Arts in Business Administration and Bachelor of Science in Management degree completion programs, or the Master of Arts in Teaching. Traditional undergraduates may take the course only with the permission of the Psychology Department. 5 quarter hours

Distribution: Community Psychology GenEd - Behavioral Science.

LAP 401 - Psychology of Learning (5)

This course provides a survey of theories of learning including behaviorist and cognitive-developmental approaches with applications of each. Processes of learning, problem-solving, memory, motivation, and discipline are examined. Traditional and innovative approaches to learning are explored. Students participate in planned learning demonstrations. (Cognitive Psychology). Counts in the Behavioral Science Area of General Education Requirements. Prerequisite: One previous psychology course 5 quarter hours


LAP 402 - Research Methods (5)

In this course, students are introduced to the design of psychological research and its application in various areas of psychology. Students will examine the scientific method, including the importance of strong literature reviews. They will explore the formulation of research questions/hypotheses and research designs (e.g., observational, correlational, experimental, quasi-experimental). The presentation of research findings in written form and research ethics are also included among course topics. Prerequisite(s): One previous psychology course. Co-requisite(s): None. 5 quarter hours


LAP 403 - History and Systems of Psychology (3 OR 5)

This course will examine the progression of ideas that led to the beginnings of psychology from its roots in philosophy and physiology. These foundations from Ancient Greece through the Renaissance to the 1800s, which formed the basis for modern psychology, will be examined. These topics will be followed by contemporary models including behaviorism, Gestalt, cognitive theories, humanistic and psychodynamic theories, as well as biological psychology, including genetics. Counts in the Behavioral Sciences Area of General Education requirements. Prerequisite(s): Junior standing. 5 quarter hours OR 3 semester hours

Distribution: GenEd-Behavioral Science.

LAP 408 - Introduction to Community Psychology (5)

This course introduces students to the field of Community Psychology including a historical overview, values, research, social-ecological theory, social competence, prevention, intervention, ethics, diversity and empowerment. (Community/Organizational Psychology). Prerequisite(s): One previous psychology course. 5 quarter hours

Distribution: Community Psychology.

LAP 409 - Introduction to Leadership (5)

This course is designed to help students become more effective leaders in any aspect of their lives. Topics will cover who lenders are, what leaders do and what constitutes good leadership. Students will learn leadership theories, how to determine the unique leadership situation, and how to apply the correct leadership style to that situation. Prerequisite(s): LAP 100 and other Psychology course. Co-requisite(s): none. 5 quarter hours

LAP 425 - Mental Health (3 OR 5)

This course is designed to engage students in the study of mental health, adjustment and ways of coping with life tasks. Experiences are designed to enhance self-understanding and growth, as well as interactions with others. (Community Psychology) Prerequisite(s): One previous psychology course or consent of advisor. 5 quarter hours or 3 semester hours

Distribution: Community Psychology.

LAP 441 - Psychology of Artistic Expression (3 OR 5)

(formerly LAP525) This course explores the relationship of personality variables and other psychological factors and the development of creative potential and the capacity for artistic expression. Emphasis will be placed on the interrelationship...
between artistic movements and trends from the late 19th century to the present and parallel developments in psychology and the social sciences. Psychological approaches to the study of creativity will be reviewed and related to the role of the artist and artistic expression. (Developmental Psychology, Personality) Prerequisite(s): One previous psychology or consent of the instructor. 3 semester hours OR 5 quarter hours

Distribution: Developmental Psychology Personality Psychology.

**LAP 442 - Interpersonal Development (3 OR 5)**
(formerly LAP508) This course examines stage theories of interpersonal development as they relate to cognitive development, ego development and psychoanalytical object relations. The psychological and philosophical antecedents of these theories will be presented. Current work in interpersonal theory will serve as a focus for discussion of contemporary issues in the social sciences. Assumptions and issues related to the philosophical concepts of unity/duality; psychological isolation of thought, feeling, and action; and societal considerations related to autonomy/community will be discussed. (Developmental, Organizational/Community) Prerequisite(s): One previous psychology, preferably a developmental psychology course, or consent of the instructor. 3 semester hours OR 5 quarter hours

Distribution: Community Psychology Developmental Psychology Organizational Psychology.

**LAP 450 - Human Sexuality (3 OR 5)**
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 OR 3 semester hours


**LAP 490 - Independent Study in Psychology (1 TO 5)**
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. Specific topics may count in different areas of psychology. Prerequisite(s): One previous psychology course or consent of the instructor. 2-5 quarter hours OR 1-3 semester hours (May be repeated twice. Combined total quarter hours of LAP 490 and LAP 495 cannot exceed 10.)

**LAP 495 - Special Topics in Psychology (2 TO 5)**
This course is a psychology topic of special interest that will be studied in depth. The course will cover any topic or topics in the field of psychology which are not taught within the regular course offerings. The course may be registered for more than once, since topics vary each term. Specific topics may count in different areas of psychology. Prerequisite(s): One previous psychology course and consent of department. 2-5 quarter hours (May be repeated twice. Combined total quarter hours of LAP 490 and LAP 495 cannot exceed 10.)

**LAP 499 - Psychology Seminar (3 OR 5)**
This course is designed to give students the opportunity to apply psychological knowledge to a variety of topics that vary from term to term. Students will be engaged in a process of inquiry on current psychological research and/or evaluation that challenges their analytical and critical thinking skills. Specific topics may count in different areas of psychology. Pre-requisite(s): One previous psychology course or consent of advisor. Co-requisite(s): None. 5 quarter hours/3 semester hours

**LAP 501 - Introduction to Psychological Assessment (3)**
This class offers an introduction to the art and science of psychological assessment. Students will be introduced to the concepts of personality, intellectual and industrial/organizational assessment and to the statistical concepts which underlie them. Tests of various kinds will be examined and discussed. There will be an emphasis on report reading rather than conducting the assessments. Prerequisite(s): Admission to the MA in Psychology program. Co-requisite(s): None. 3 semester hours

**LAP 502 - Psychological Assessment II--Intellectual Assessment (3)**
This class uses a hands-on model in which each student learns to administer standardized intellectual assessments including the Wechsler scales for intelligence and memory and several educational instruments. This class is focused on the development of the skills necessary to work as a psychological assistant or a psychometrician. Prerequisite(s): LAP 501. 3 semester hours
LAP 503 - Psychological Assessment III—Personality Assessment (3)

This class uses a hands-on model in which each student learns to administer objective and projective personality assessment instruments including the MMPI, Rorschach and TAT. This class is focused on the development of the skills necessary to work as a psychological assistant or psychometrician. Prerequisite(s): LAP 501, LAP 502 or consent of the instructor. 3 semester hours

LAP 505 - Advanced Abnormal Psychology (3)

This course is designed to help students synthesize knowledge of abnormal psychology into a coherent model of mental illness and treatment. Upon completion of the course students will be familiar with theories of diagnosis, assessment and treatment of mental disorders. Also discussed will be the social and political contexts in which these disorders occur and the influence these contexts have on the professional and on the mental health consumer. Prerequisite(s): Admission to the MA in Psychology program. Co-requisite(s): None. 3 semester hours

LAP 506 - Advanced Human Development (3)

An in-depth study of the biological, physical, cognitive, emotional, social, and personality development of humans from birth to death. Emphasis will be placed on the systematic changes and continuities that occur in individuals throughout development. Emphasis, also, will be given to the multicultural, normal, atypical and pathological aspects of human development. Additional topics will include research methodology, behavior observation and human assessment as it pertains to applied settings. Prerequisite(s): Graduate standing or department approval. Co-requisite(s): None. 3 semester hours

LAP 507 - Theories of Cognitive Psychology (3)

Cognitive psychology relates to aspects of human experience such as language, memory, attention, perception, critical thinking, problem solving, decision making, logico-mathematical reasoning, moral and ethical judgment, and socio-cognitive aspects of human interaction. This course will compare current views of cognitive psychology. It will examine theoretical models explaining the development of cognition. Topics to be covered are the genetic approach of the construction of knowledge (Piaget), the relationship between social interaction, language acquisition and cognitive activity (Vygotsky), the development of moral and ethical principles (Kohlberg); the information processing approach, and different approaches explaining the development of intelligence (Sternberg, Gardner). Practical applications of these theories will be explored. Prerequisite(s): Graduate standing. Co-requisite(s): None. 3 semester hours

LAP 509 - Advanced Social Psychology (3)

This course is an advanced study of individual behavior in a variety of group settings. The major theories of Self, Cognition, Perception, Biases, Attitudes, Social Influence, Relationships, Group Processes, Violence and Aggression, and Helping Behaviors are examined. Emphasis is placed on the integration of information to support hypotheses and writing the introduction section of a research paper. Considerable time is devoted to understanding how culture affects social interaction. Prerequisite(s): Graduate standing or approval of the department. Co-requisite(s): None. 3 semester hours

LAP 510 - Advanced Personality Theory (3)

This course offers an advanced analysis of the numerous viewpoints on the nature and development of personality. This will include research and issues in current theories such as psychoanalytic, behaviorist, existential, interpersonal, humanistic, cognitive, biological/genetic and social. The techniques of personality assessment and psychotherapy will also be addressed. Prerequisite(s): Admission to the MA in Psychology program. 3 semester hours

LAP 516 - Research Design for Psychology (3)

This course offers an in-depth study of research design and methods from topic identification through data collection with a focus on application. An analysis of how to read, interpret and critique published research is included. Both qualitative and quantitative designs will be discussed. Ethical considerations will be explored. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

LAP 517 - Psychological Statistics and Design and Analysis (2)

This course provides an introduction to the concepts and applications of statistics. Emphasis is placed on analysis and interpretation of data as it relates to psychological research in both academic and applied settings. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

LAP 518 - Child and Adolescent Development (3)

This course involves an in-depth study of cognitive, emotional, social, and biological development of children from birth through adolescence. Both literature emphasizing multicultural and traditional aspects of development will be covered. (Human Development) Prerequisite(s): Graduate standing 3 semester hours

LAP 520 - Biological Bases of Behavior (3)
This course examines basic biological systems and their relationship to behavior. Particular emphasis will be given to the central nervous system, autonomic nervous system, and endocrine system. Changes throughout the lifespan and the effects of various kinds of impairment will be stressed. (Health Psychology) Prerequisite(s): Graduate standing Co-requisite(s): None. 3 semester hours

LAP 522 - Career Development for Psychology Students (2)

This course provides graduate students in psychology with an understanding of how to apply their skills and knowledge to the job market. Students will have an opportunity to advance their professional skills. Social networking, vita and resume writing and determining the need for further education are some of the topics to be covered. Prerequisite(s): Graduate standing. Co-requisite(s): none. 2 semester hours

LAP 526 - Psychology of Organizational Leadership (3)

This course is an in-depth study of the Psychological Theories behind Organizational Leadership. The course will emphasize traditional theories such as Trait, Behavior, and Contingency, as well as more contemporary theories such as Exchange, Implicit, Transformational, and Transactional. The importance of Gender, Culture and Morality will be examined also. Prerequisite(s): Graduate standing or department approval. Co-requisite(s): None. 3 semester hours

LAP 530 - Health Psychology (3)

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. 3 semester hours

LAP 535 - Psychopharmacology (3)

This course will examine the basic mechanisms of drug transport within the body, neuroanatomy and the autonomic and central nervous systems. Major classifications of psychoactive drugs are covered as well as over-the-counter drugs and non-controlled substances. Lifespan considerations for indications/contraindications and use/abuse at various ages will be discussed. Prerequisite(s): LAP 520 or graduate standing and consent of advisor. 3 semester hours

LAP 542 - Later Adulthood and Aging (3)

This course will provide a foundation for the study of adulthood and aging. Students will learn about the various theories in life span psychology that attempt to explain the psychological changes occurring in the latter third of life. This course will cover aging as a reflection of the normal life span and explore some of the determinants which affect aging, especially those that promote healthy positive aging. Prerequisite(s): Graduate standing. 3 semester hours

LAP 545 - Pain Management (3 OR 5)

The biological mechanisms of pain will be presented. The interaction with the brain and higher cortical functions with emphasis on personal differences in pain response will be stressed. Medical and psychosocial treatment of pain will be emphasized with exploration of biofeedback, autogenic training, progressive relaxation training. Development of treatment plans for pain management. (Health) 3 semester hours/ 5 quarter hours

LAP 546 - Assessment of Organizations (3)

This course will examine the concepts and techniques related to the assessment of individuals to determine their level of skills, abilities, and personal characteristics as an evaluation of that individual's suitability for an organization, readiness for promotion, predicted job performance and other employee issues. The student will learn about the variety of assessment techniques available to evaluate work-related characteristics. Additionally, the student will be introduced to the effects of multiculturalism in the workplace and how assessment impacts company policies, productivity, and the cultural climate. Prerequisite(s): Graduate standing or approval of the department. Co-requisite(s): None. 3 semester hours

LAP 547 - Substance Abuse (2)

This course offers an overview of substance abuse and dependence. Students will be introduced to definitions of abuse and dependence, classes of drugs and their effects on the body, the cycle of abuse and relapse, and available treatment modalities. Prerequisite(s): Graduate standing; previous undergraduate course in statistics and/or consent of instructor. 2 semester hours

LAP 548 - Ethics and Legal Issues in Psychology (1 TO 3)

Psychology, like medicine and law, has developed a set of ethical principles to guide its practice and internal methods, and to police and discipline its members. The American Psychological Association has established a set of ethical principles which serve as a foundation for this course. Included topics, but not an exhaustive list, are resolving ethical issues,
competence, client confidentiality, client privilege, education and training, informed consent, licensing issues and CEUs, malpractice, assessment, and accountability and peer review. Prerequisite(s): Graduate standing or approval of department. 1-3 semester hours (may be repeated once up to a maximum of 3 semester hours)

**LAP 549 - Psychology in the Community (2)**
This course is designed to provide graduate students in psychology with an overview of key concepts in the field of community psychology such as prevention, empowerment, and intervention. Pre-requisite(s): Admission to the MA in Psychology program. Co-requisite(s): None. 2 semester hours

**LAP 550 - Advanced Industrial Psychology (3)**
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. Pre-requisite(s): Graduate standing or 2 previous undergraduate Psychology courses and consent of instructor. Co-requisite(s): None. 3 semester hours

**LAP 552 - Career Development for Psychology Students (2)**
This course provides graduate students in psychology with an understanding of how to apply their skills and knowledge to the job market. Students will have an opportunity to advance their professional skills. Social networking, vita and resume writing and determining the need for further education are some of the topics to be covered. Prerequisite(s): Graduate standing. Co-requisite(s): None. 2 semester hours

**LAP 592 - Teaching Practicum in Psychology (3)**
This course will cover all aspects of teaching an undergraduate course in psychology. Students will gain experience preparing and presenting a syllabus, lectures, class discussions, classroom activities and/or use of interactive media when relevant. Students will be supervised and mentored by the classroom instructor in developing and grading written as well as oral assignments and examinations. Prerequisite(s): Graduate Standing; LAP509, LAP516 and consent of instructor. 3 semester hours. May be repeated once up to 6 semester hours.

**LAP 594 - Psychology Independent Study (3)**
This course is designed for graduate students to pursue an independent study in an area of psychology. Students must obtain permission from their graduate advisor prior to registration. Students will work under the direction of a faculty member who must approve the students' independent study projects. A paper is required for course credit. Prerequisite(s): Graduate standing and consent of the graduate advisor. 3 semester hours

**LAP 595 - Special Topics in Psychology (3)**
This course provides an overview of a special topic in psychology that was not covered in one of the other psychology courses. Topics are to be decided by the instructor based on the students' needs in light of other course offerings. Prerequisite(s): Graduate standing; previous undergraduate course and/or consent of instructor. 3 semester hours

**LAP 598 - Comprehensive Exam Seminar (1 TO 3)**
Comprehensive Examination is one of two options offered for the Master of Arts in Psychology students as the final requirement for completion of the program. The Examination is an essay format assessment of the students' understanding of the major theories and current issues in Social Psychology, Personality/Abnormal Psychology, Developmental Psychology, and Research Methods. Prerequisite(s): Comprehensive examinations cannot be taken before completion of five full terms in the M.A. Psychology program. 1-3 semester hours

**LAP 599 - Thesis (1 TO 3)**
A thesis is one of two options offered to the Master of Arts in Psychology students. It is a formal written document which investigates a theory or particular point of view as the result of disciplined empirical inquiry. Prerequisite(s): By the end of the third term, a student in the M.A. in Psychology program can choose the Thesis option by petitioning the department for approval to do a thesis. If consent is granted, the student registers for the Thesis option. If consent is not given, the student must register for LAP 598 Comprehensive Examination. Co-requisite(s): None. 1-3 semester hours

**LAP 599X - Thesis Continuation (0)**
Continuous registration required until thesis is complete. Prerequisite(s): Masters standing, consent of thesis advisor or program director, and prior registration for the required number of hours in LAP 599. Co-requisite(s): none. 0 semester hours

**LAP 600 - Introductory Seminar on Community Psychology (1)**
This course is designed to introduce and orient students to the Ph.D. in Community Psychology Program, outlining expectations as well as introducing students to resources. Students will also reflect on community psychology as it relates to their...
work experiences and career aspirations.
Prerequisite(s): Graduate standing 1 semester hour

**LAP 605 - Principles of Community Psychology (3)**

This course is designed to introduce students to the principles of community psychology including a historical overview, community as a construct, social-ecological theory, prevention, intervention, ethics, diversity and empowerment. Prerequisite(s): Graduate standing 3 semester hours

**LAP 610 - Community Prevention and Intervention Approaches to Social Problems (3)**

This course explores prevention and intervention methods for addressing social problems from a community psychology perspective including Key Integrated Social Systems (KISS), Ailing in Difficulty (AID), and Illness Correction Endeavors (ICE). Approaches to social problems are considered across cultures and from the micro-, meso-, exo- and macro-system levels. Current research on approaches to social problems are presented. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**LAP 615 - Community Organizing (3)**

This course will explore how citizens organize for social change, specifically, how people build, and/or re-build, social capital within a community as well as physical infrastructure. There will be a strong emphasis placed on cultural issues. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**LAP 625 - Advanced Quantitative Methodology in Community Psychology (3)**

This course will review basic quantitative research methods as well as cover experimental and quasi-experimental research designs. Students will become aware of the need for scientific rigor in their research designs and learn how to balance this with "real world" limitations they may encounter in Community Psychology. Prerequisite(s): LAP 600, LAP 605, LAP 610. 3 semester hours

**LAP 630 - Advanced Qualitative Methodology in Community Psychology (3)**

This course will review qualitative research methods including interviewing, observing, documenting and categorizing data. An introduction to understanding and conducting focus groups will also be provided. Students will appreciate how qualitative research focuses on understanding the insider’s view (emic) while quantitative research focuses on predicting, or controlling, with an outside objective view (etic). A focus will be placed on hands-on application in community psychology. Prerequisite(s): LAP 600, LAP 605, LAP 610. 3 semester hours

**LAP 635 - Statistics for Community Psychology (3)**

This is an advanced statistics course. It will allow students to choose and apply appropriate statistical techniques in relation to their dissertations. Students will further develop techniques in experimental, quasi-experimental, and survey research. Both univariate and multivariate analysis techniques will be explored. Issues of sampling, measurement, reliability, and validity will be addressed. Students will understand practical implications for the use of each technique in community psychology research. Prerequisite(s): LAP 625, LAP 630, LAP 698. 3 semester hours

**LAP 640 - Survey Design and SPSS (3)**

This course will examine all aspects of total survey design including setting objectives, sampling, questionnaire construction, data collection, design and analysis procedures and report writing. A hands-on exploration of SPSS will be offered including data coding, entry, and checking, a review of descriptive statistic procedures and report writing as well as how to develop tables and figures utilizing SPSS data and adhering to APA style. Prerequisite(s): LAP 600, LAP 625. 3 semester hours

**LAP 645 - Social Marketing and Thought Leadership (3)**

This course will examine promoting social change through the use of Social Marketing (focused on individual behavior change) as well as shaping public debate at the macro level. The 4 P’s (Price, Product, Promotion and Placement) of Social Marketing will be covered including review of successful applications, consideration of how to apply these Social Marketing principles to new topics and examination of the difficulties of applying this technique to complex social problems. Thought leadership will be covered with a specific focus on students finding their social issue expertise and learning how to position their arguments at a macro level. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**LAP 650 - Principles of Consultation in the Community (3)**

This course will focus on the development of consulting skills. The role of a community psychologist as consultant will be explored as well as the need for stakeholders to be partners in the process. Some processes to be examined are connecting people, clarifying roles, managing conflict, setting clear goals and creating a positive climate. Cultural and diversity issues will be explored as they relate to consultation. Prerequisite(s): LAP 600, LAP 605, LAP 610. 3 semester hours

**LAP 655 - Grant Writing for Community Psychologists (1)**

This course will focus on grant writing activities as they relate to the non-profit sector This includes
effective grant-writing principles including the identification of potential grant opportunities and writing a proposal and partnering with community agencies to pursue funding. Prerequisite(s): LAP 600, LAP 605, LAP 610. Co-requisite(s): None. 1 semester hour

LAP 660 - Professional Writing for Community Psychology (3)

This course will prepare students for professional writing, specifically within the field of community psychology. Topics covered will include APA style, outlining, literature reviews, writing for scholarly journals, crafting a narrative, writing for research presentations, ethical considerations and aspects of professionalism in writing. Students will learn to analyze published works and apply the writing skills to their class papers, externships, theses and dissertations. Prerequisite(s): LAP 600. 3 semester hours

LAP 661 - Professional Writing for Community Psychology II (2)

This advanced writing course focuses on writing mixed methods (quantitative and qualitative) results for dissertations. The course will address issues of data analysis/validation procedures, results presentation structure, choosing the most effective visual graphics or verbal representations (designing tables, charts, and graphs), guidelines for graphics, communicating data effectively and ethically for both scholarly and community stakeholders. Prerequisite(s): LAP 600, LAP 605, LAP 635 LAP 698. Co-requisite(s): None. 2 semester hours

LAP 665 - Advanced Theoretical Foundations of Community Psychology (3)

This course will give students a philosophical background in community psychology and related fields, including social psychology, sociology, personality, health psychology, social work, and urban studies. A particular theory will be focused on each week: empowerment theory, sense of community, ecological theory, social psychology and personality, psychoanalysis, sociological models, and theories of stress. Students will learn to analyze theories and apply them toward interpreting real world situations. Prerequisite(s): LAP 600. 3 semester hours

LAP 670 - Advanced Cross Cultural Communication (3)

This course provides an advanced theoretical and practical knowledge of cross-cultural communication processes and problems as they apply to working within diverse socio-economic, cultural, and ethnic communities. Psychological and cultural factors which bring about and hinder effective interpersonal communication will be considered. Both verbal and nonverbal dimensions of communication will be analyzed. Practical suggestions for improving communication skills within different community contexts will be offered. Prerequisite(s): LAP 600, LAP 605. 3 semester hours

LAP 689 - Fieldwork in Community Psychology (1 TO 5)

The Externship in Community Psychology is designed to give students an opportunity to experience the practical applications of the principles of community psychology in a variety of settings by applying the principles they learn in the program to their community. Prerequisite(s): Admittance to the PhD Program 1-5 semester hours

LAP 690 - Consultation in Community Psychology (1 TO 3)

This course will offer students introductory hands-on, supervised experience in the community. Students will have the opportunity to pursue personal learning objectives related to community psychology in a variety of community settings. These learning objectives can focus on research, advocacy, non-profit management, or fundraising. Prerequisite(s): None. Co-requisite(s): None. 1-3 semester hours. May be repeated up to 3 times not to exceed 3 semester hour.

LAP 693 - Seminar in Program Evaluation (3)

This course introduces students to different types of program evaluations, including needs assessment, formative and process evaluation, monitoring of inputs, outputs, and outcomes, impact assessment, and cost analysis. Students engage in practical experiences through a series of exercises involving the design of a conceptual framework, indicators, and an evaluation plan to measure impact. Pre-requisite(s): LAP 625 or PPA 565, or another graduate quantitative analysis/methods course by approval of Program Chair. Co-requisite(s): None. 3 semester hours

LAP 695 - Independent Study in Community Psychology (1 TO 3)

This course is designed for Community Psychology doctoral students to pursue an independent study. Students must obtain permission from their faculty advisor prior to registration. Students will work under the direction of a faculty member. The learning objectives for the course focus on research, advocacy, non-profit management, or resource development and build toward the student’s career as a community psychologist. Prerequisite(s): A student admitted to the Community Psychology PhD program. Co-requisite(s): None. 1-3 semester hours

LAP 698 - Dissertation Proposal Seminar (3)

This seminar will focus on the development of dissertation proposals. At the conclusion of this
This course focuses on the complete dissertation process including conceptualization of a project, literature review, data collection, data analysis and publishing. Prerequisite(s): LAP 625, LAP 630, LAP 635. 1-6 semester hours. May be repeated up to 6 times not to exceed 6 semester hours.

LAP 699X - Dissertation Continuation: Community Psychology (0)
Continuous registration required until dissertation is complete. Prerequisite(s) Doctoral standing, consent of instruction and prior registration or the required number of hours in LAP 699. 0 semester hours.

**LAS - Social Science**

**LAS 105 - Introduction to Sociology (5)**
This course introduces students to concepts and theories of sociology with a focus on how social structures shape social life. The course explores core themes in the discipline, general social issues which sociologists have studied, and methods in applying a sociological imagination. Students examine micro and macro perspectives of culture, social structure, stratification, race/ethnicity, gender, class, and sexuality. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Social Science.

**LAS 110 - Introduction to Cultural Anthropology (5)**
Overview of anthropology with emphasis on the concept of culture, family and kinship systems, language, belief systems, political organization, patterns of subsistence and economic systems. Non-Western cultures. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science Nonwestern Cultures.

**LAS 115 - Introduction to Economics (5)**
This course provides an overview of macroeconomics and microeconomics and an understanding of how individuals, firms, and the government make decisions. It also explains how the market economic system works. Additionally, this course examines management decisions under different market structures and the impact of government intervention on markets. Finally, this course discusses gross domestic product and national income, inflation, unemployment, economic growth and business cycles, and the impact of fiscal and monetary policies on the economy. Counts in the Social Science Area of General Education Requirements. Prerequisite(s): none 5 quarter hours

Distribution: GenEd-Social Science.

**LAS 118 - Introduction to Politics and U.S. Government (5)**
This course introduces students to the theories and practices of politics in the United States. In discussing political institutions and processes, students explore constitutional frameworks; structures and branches of American government; political participation; elections; role of political parties; mass media and interest group influence on politics; and civil and economic liberties. Students will compare American political practices with at least two other countries. Students also analyze political data and arguments. Counts in the Social Science Area of General Education Requirements. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

Distribution: GenEd-Social Science.

**LAS 120 - Introduction to American Politics (5)**
Survey of American national political institutions and values: the design of our Constitution; political parties; interest groups, lobbying, and campaign finance; Congress and the presidency; the political role of the media; and the role of the courts in protecting liberty and defining rights. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 200 - U.S. History and Culture: 1492-1828 (5)**
Survey of colonialism and the roots of American political and economic institutions and values, slavery and racial values, the Revolution, and issues of early nationhood. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities GenEd-Social Science US History Course.

**LAS 201 - U.S. History and Culture: 1828-1898 (5)**
Survey of the period leading up to and following the American Civil War: continental expansion; slavery, sectionalism and the Civil War; the effects of industrialization, urbanization, and immigration; populism and Social Darwinism. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.
LAS 203 - Survey of U.S. History (5)
In this course, students explore the relationship between history and culture as they survey major events, ideas, movements, and key individuals connected to the process of nation building. Readings and discussions include: the colonization of North America, the American Revolution, Western expansion, the Civil War, World Wars I and II, the Cold War, and the modern era. Counts in the Social Science or Humanities Area of General Education Requirements. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours
Distribution: GenEd-Humanities GenEd-Social Science US History Course.

LAS 204 - Culture in Chicago (5)
This course explores the city's evolving postwar social and economic environment which shaped its direction and influences its future. Chicago's history and politics have been formed by its connections to globalized circuits of finance, trade, and immigration since the 1850s. We will examine the contours of the new Chicago by exploring the role of race and ethnicity, cultural diversity, globalization, the new Chicago politics, and the transition from production to consumption. Prerequisite(s): None. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours
Distribution: GenEd-Humanities GenEd-Social Science US History Course.

LAS 220 - State and Local Government (5)
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 Science Area of General Education Requirements. 5 quarter hours
Distribution: GenEd-Social Science.

LAS 240 - Human Origins (5)
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 Science Area of General Education Requirements. 5 quarter hours
Distribution: GenEd-Social Science.

LAS 250 - Macroeconomics (5)
Introduction to major topics in physical anthropology and aggregate or total sense-all markets taken together. Emphasis will be on contemporary issues such as unemployment, inflation, the business cycle, fiscal and monetary policy, the role of money, financial institutions, government operations, the stock market, gross domestic product, national income and the corporate world. Counts in the Social Science Area of General Education Requirements. Prerequisite: LAM 110 or equivalent. 5 quarter hours
Distribution: GenEd-Social Science.

LAS 253 - Urban Economics (5)
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. Counts in the Social Science Area of General Education Requirements. Pre-requisite: None. 5 quarter hours
Distribution: GenEd-Social Science.

LAS 254 - Global Economics (5)
This introductory course examines the issues of globalization and development through the interdisciplinary lens of economics, geography, and history. Students explore the principles of economics from a non-technical perspective and examine the costs and benefits of globalization; discover economic geography, with an emphasis on the distribution of human populations and natural resources, as well as the challenges related to the use of renewable and non-renewable resources; and debate the role of technological progress in our history and global economic development. Counts in the Social Science Area of General Education Requirements. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours
Distribution: GenEd-Social Science.
LAS 300 - Contemporary World Cultures (5)
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 these nations covered are non-Western. Counts in the Social Science Area of General Education Requirements. Prerequisite: Introductory social science course. 5 quarter hours
Distribution: GenEd-Social Science or Humanities Area of General Education Requirements.

LAS 301 - Western History and Culture to 1650 (5)
Pre-Western inheritance from the Near Eastern cultures and Greco-Roman world; the transition to the Middle Ages; the development of the medieval institutions and values and their decline during the periods of the Renaissance and Reformation. Prerequisite: Introductory social science course. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.
Distribution: GenEd-Humanities GenEd-Social Science.

LAS 302 - Asian History and Culture (5)
Early history, Western impact, and contemporary affairs in eastern and southern Asia; Chinese culture and its diffusion; modernization of Japan; nationalisms of the Indo-Pakistan subcontinent; twentieth-century South East Asia. Prerequisite: Introductory social science course. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.
Distribution: GenEd-Humanities GenEd-Social Science Nonwestern Cultures.

LAS 302A - Asian History and Cultures A (3)
This course focuses on the nationalisms of the Indo-Pakistan subcontinent and twentieth-century South East Asia. Prerequisite: Introductory social science course. 3 QH Counts in the Social Science or Humanities Area of General Education Requirements.
Distribution: GenEd-Humanities GenEd-Social Science.

LAS 302B - Asian History and Cultures B (2)
This course examines the early history, Western impact, and contemporary affairs in eastern and southern Asia; Chinese culture and its diffusion; modernization of Japan. Prerequisite: Introductory social science course. 2 QH Counts in the Social Science or Humanities Area of General Education Requirements.

LAS 303 - Sub-Saharan African Cultures (5)
Historical and contemporary affairs in Africa south of the Sahara, indigenous culture areas, types of colonialism and acculturation, economic and political development, independence movements. Prerequisite: Introductory social science course. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.
Distribution: GenEd-Humanities GenEd-Social Science Nonwestern Cultures.

LAS 304 - Middle and South American Cultures (5)
Backgrounds in contemporary affairs in Middle South America, pre-Columbian culture area, colonialism, varieties of peoples, political and socioeconomic trends. Prerequisite Introductory social science course. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.
Distribution: GenEd-Humanities GenEd-Social Science Nonwestern Cultures.

LAS 305 - Western History and Culture since 1650 (5)
Impact of Renaissance and Reformation and the emergence of modern European institutions and values to the present. Prerequisite: Introductory social science course. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.
Distribution: GenEd-Humanities GenEd-Social Science.

LAS 309 - Critical Thinking and Writing for Social and Behavioral Sciences (2)
This course provides students with skills that assist them in linking writing about social and behavioral life experience with conceptual information on these topics. The emphasis will be on reflective writing and include summarization, quoting, explaining, and discussing concepts relevant to social and behavioral sciences. Attention will be given to APA style. Prerequisite(s): Admission to the Applied Behavioral Sciences Program. Co-requisite(s): Enrollment in Term 1 of the Applied Behavioral Sciences Program. 2 quarter hours

LAS 310 - International Relations (5)
This course introduces students to the study of international relations by focusing on the problem of
war, national security, conflict in the Middle East and other regions, and the United States' role as a world economic power. Current issues and research on the emerging global society and the changing role of the United States in the international system will also be examined and discussed. Additional emphasis is placed on the skills and knowledge required to become a "globally literate" citizen. Prerequisite(s): 100-level social science course. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

LAS 311 - Racial and Ethnic History and Culture (5)
The cultural complexity of the city; the old immigration; rural, racial and non-European groups; adjustments to the urban setting; social segregation and discrimination. Prerequisite: Introductory social science course. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities GenEd-Social Science.

LAS 313 - The Metropolitan Community (5)
The nature and development of cities; social and political history of Chicago’s ethnic groups; theories of urban relationship; suburban development; social stratification and power; social morality; bureaucratic organization; machine politics, community control and community organizing. Prerequisite: 100-level social science course. 5 quarter hours Counts in the Social Science or Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities GenEd-Social Science.

LAS 316 - Comparative Politics (5)
This course is an introduction to the comparative study of governments and politics of different countries throughout the world. Students will gain a clear understanding of the similarities and differences of various political systems and gain a deeper understanding of the political system of the United States. 5 Quarter Hours. Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

LAS 317 - European Union (5)
This course focuses on the European Union as an emerging and developing political and economic body. Topics covered include the single market and the Euro currency, the political institutions of the European Parliament, Council of Ministers, European Commission, and European Central Bank, the development of the European Union as a military power, and the opportunities and challenges posed by the growth in the number of member states as it pertains to the variety of social and economic policies of the European Union. 5 Quarter Hours. Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

LAS 319 - Elections and Electoral Behavior (5)
This course focuses on elections, electoral behavior, and the electoral processes at the federal and state levels in the United States. Special emphasis is placed on campaign financing, voter turnout, and the various primary and general elections that take place in the United States including presidential, congressional, and state and local elections. 5 Quarter Hours. Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

LAS 321 - American Political Ideas (5)
This course explores the broad range of American political ideas that have influenced the form and practices of government in the United States today. Understanding these ideas helps us evaluate how the American political system operates today, and consider the strengths and limitations of the many proposals that exist for bringing about change in American politics. 5 Quarter Hours. Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

LAS 330 - Cultural Influences in the Workplace (5)
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(s): Previous social science course or permission from the Social and Behavioral Sciences Department. Counts in the Social Science Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Social Science.

LAS 331 - Dynamics of Group Behavior (5)
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 Applied Behavioral Sciences program. Co-
requisite(s): None. 5 quarter hours

**LAS 340 - Native Americans (5)**

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. 5 quarter hours. Counts in the Social Science or Humanities Area of General Education
Requirements.

Distribution: GenEd-Humanities GenEd-Social Science.

**LAS 341 - Comparative Ethnographies (5)**

Anthropological studies representing diverse cultures and theoretical viewpoints are compared to gain a
broad understanding of the nature of the field experience and the ways in which anthropologists'
own beliefs and feelings influence ethnographic research and the presentation of their field studies.
Prerequisite: 100-200 level anthropology course. 5 quarter hours Counts in the Social Science Area of
General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 356 - Criminal Justice Administration (5)**

This course is an overview of the administration of criminal justice organizations. Consideration is given
to topics related to criminal justice administration that include, but are not limited to, organizational
structures and functions, internal and external politics, ethics, human resource development,
training, management and leadership. Also included are topics of organizational sub-cultures, diversity in
the work place, unions, and problematic organizational issues. Prerequisite(s): LAS 106 or
permission of the department. Co-requisite(s): None. 5 quarter hours

**LAS 405 - Social Problems (5)**

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. 5 quarter hours Counts in the Social
Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 406 - Leadership in a Changing World (5)**

Students will study the process of leadership from a broad and varied perspective. Leadership will be
defined, and will be delineated from the role of the manager. Various leadership theories will be
explored, as well as differing approaches to leadership (including small work team leadership,
behavioral approaches to leadership, and situational leadership). The characteristics and values of leaders
will be explored, as well as leader performance problems and challenges. Students will explore future
trends in leadership including its importance in a global context, as well as in regard to their own lives.
Prerequisite(s): Good standing in the Applied Behavioral Sciences program. 5 quarter hours

**LAS 407 - Applied Communication in Society (5)**

This course is designed to understand, evaluate and apply public discourse in diverse social contexts.
Students will analyze and practice professional presentation skills required for formal situations.
Effects of communication technologies at the team organizational and societal level will be discussed.
Issues in computer-mediated communications will be studied. Key ideas regarding persuasion will be
incorporated throughout the course. Prerequisite(s): Admission to the Applied Behavioral Sciences
Program. Co-requisite(s): None. 5 quarter hours

**LAS 420 - Social Theory (5)**

This course is a survey of the development of social theory from the classic tradition to post-modernism.
The legacy of the Enlightenment, the emergence of the scientific study of society, the classic tradition and
contemporary social theories will be examined. Theories of social structure and social agency
extending from class, ideology, division of labor and bureaucracy to phenomenological insights of
knowledge will be studied. Prerequisite: 100-200 level Social Science course. 5 quarter hours. Counts in
the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 420A - Social Theory A (3)**

This course is a survey of the development of social theory from the classic tradition to early modernism.
The Enlightenment, the emergence of the scientific study of society, and the classic tradition of social
theory will be examined. Prerequisite: 100-200 level Social Science course. 3 Quarter Hours. Counts in
the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 420B - Social Theory B (2)**
LAS 426 - Multicultural Dimensions (5)

This course will give students the opportunity to understand cultural diversity as it affects quality of life. Students study the role of concepts such as culture, ethnicity, race and gender in relationship to the creation of values and perspectives. Students become familiar with the impact of culture on small group problem solving. Prerequisite(s): Enrollment in the Applied Behavioral Sciences Program and completion of previous program courses: LAS 331, LAP 300, LAP 340, and LAS 407. Co-requisite(s): none. 5 quarter hours

LAS 427 - Legal and Ethical Issues Related to Aging (5)

This course will focus on legal issues, ethics and end of life issues, elder abuse and professional standards. The course topics will include important discussions for individuals interested in working in professions working with older adults. Prerequisite(s): none. This course counts in the Social Science Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Social Science.

LAS 428 - Serving the Aging Population (5)

This course will focus on understanding the aging process, myths about aging, multicultural issues, client rights, interpersonal communication skills, and accessing community resources. Prerequisite(s): One social science course or department permission. Counts in the Social Science Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Social Science.

LAS 429 - Societal Systems of Aging (5)

This course will provide students with ways in which to aid their clients in negotiating the long term care system, insurance issues, family systems, Medicare, Medicaid, and Social Security. Systems designed to serve aging adults will be considered from perspectives of the individual, organization, funding sources, and policy makers. Prerequisite(s): One social science course or department permission. Counts in the Social Science Area of General Education Requirements. 5 quarter hours

Distribution: GenEd-Social Science.

LAS 430 - Economic Issues in Global Perspective (5)

In this course, students are introduced to economic models of human behavior. These models, based on the concept of exchange, are used to describe decision-making by the individual, decision-making between two individuals, and decision-making between groups of individuals. Prerequisite(s): Good standing in the ABS program. 5 quarter hours

LAS 431 - Managerial and Supervisory Behavior (5)

Students will explore various aspects of managerial and supervisory behavior as they relate to everyday life. Emphasis is placed on practical applications of behavioral science research in the areas of motivation, decision making, problem solving and employee/subordinate development. Students draw on concepts presented in previous program courses to more effectively manage and supervise their personal and professional interactions. Prerequisite(s): Good standing in the Applied Behavioral Sciences program. 5 quarter hours

LAS 435 - Senior Seminar: Integrating the Applied Behavioral Sciences (2)

Students review and reflect on key concepts learned throughout the program, integrating these concepts for future personal and professional applications. Prerequisite(s): Enrollment in Applied Behavioral Sciences Program and completion of previous program courses: LAS 331, LAP 300, LAP 340, LAS 407, INT 430, INT 431, LAS 426, LAS 431 and LAS 430. Co-requisite(s): none. 2 quarter hours

LAS 440 - Anthropological Linguistics (5)

Survey of the concepts, methods, and historical foundations of anthropological linguistics, with an emphasis on language, culture and cognition; language variation: dialects, nonstandard forms of language and code switching; speech acts and the ethnography of communication; interethnic communication; discourse strategies; and literacy. Prerequisite: 100-200 level anthropology course. 5 quarter hours. Counts in the Social Science or Humanities Area of General Education Requirements.

Distribution: GenEd-Humanities GenEd-Social Science.

LAS 441 - Urban Anthropology (5)

Cross-Cultural perspectives on the evolution of urban life, the nature of the city, and the ways in which anthropological concepts of cultural diversity and ethnicity ecology, adaptation and change, and folklore are applied to modern society. Prerequisite: 100-200 level anthropology course. 5 quarter hours. Counts in...
the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 442 - Anthropology of Gender Roles (5)**

Comparative perspectives on the nature and meanings of gender in a range of human societies, including perceptions of biological differences and sexual inequality; economic, political, symbolic and aesthetic aspects of culture and gender. Prerequisite: 100-200 level anthropology course. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 449 - Cross-Cultural Fieldwork (5)**

Survey of the techniques and procedures cultural anthropologists use in gathering and presenting ethnographic data and their perceptions of the fieldwork experience. Prerequisite: 100-200 level anthropology course. 5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 450 - Political Theory (5)**

Political theory is concerned with fundamental questions of public life such as, What is justice? Is there an ideal form of government? Can we conceive of, and constitute, the best political order? The answers to many of the most important political questions still remain essentially contested today. Major topics in this course include justice, freedom, equality, political ideology, liberalism, socialism, libertarianism, and conservatism. 5 Quarter Hours. Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 452 - Political Geography (5)**

This course emphasizes the spatial structure of political behavior including the effects of the economic globalization process, the unexpected eruption of separatist movements among national minorities, the failure of attempts to transplant the European nation-state system to parts of the colonial world, and the importance of geopolitics to the formation of new political orders. Territorial features of states such as frontiers, boundaries, secondary divisions, ethnic/national groupings, and the historical/social-economic factors that affect the form, organization and operation of the state and groupings of states will be examined. 5 Quarter Hours. Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 453 - Social Inequality (5)**

This course examines the foundational aspects of social inequality. It analyzes the extent and forms of social inequality, including political inequality, sex and gender inequality, and racial and ethnic inequality. Explanations and consequences of social inequality will be discussed and the role of social movements, social mobility and status attainment will be analyzed. Counts in the Social Sciences Area of General Education Requirements. Prerequisite(s): Junior standing and minimum of two Social Science courses or consent of department. 5 quarter hours

Distribution: GenEd-Social Science.

**LAS 455 - Advanced Topics in American Government (2 TO 5)**

This course focuses on theoretical controversies and their practical implications surrounding the fundamental questions of how American politics and governmental institutions function. Special emphasis is placed on proposals for institutional reform. Prerequisite(s): Introduction to American Politics course and two additional political science courses or consent of the department. 2-5 quarter hours Counts in the Social Science Area of General Education Requirements.

Distribution: GenEd-Social Science.

**LAS 457 - Social Issues and Public Policy Administration (5)**

This course examines the decision-making process within the government's administrative agencies. It discusses competing goals that agencies face and their effects on policy. The primary goal is to introduce theories and practical mechanisms that will allow the student of public policy to be successful in understanding the challenges that the executive branch of government faces in administering programs. Counts in the Social Sciences Area of General Education Requirements. Prerequisite(s): Junior standing and minimum of two Social Science courses or consent of department. 5 quarter hours

Distribution: GenEd-Social Science.

**LAS 458 - Public and Social Policy in the Legislative Process (5)**

This course focuses on the theory and practice of public policy in the United States. Topics emphasized include how different levels of government formulate, implement, and evaluate public policies. Issues such as interest groups, education, business, the economy, human services, health care, the environment, urban growth and development, and the arts will be addressed. Counts in the Social Sciences Area General
A historical overview and analysis of urban development policies including community-based strategies, transportation and housing, location and planning initiatives, and cultural forms of urban regeneration. This course enables students to develop a set of conceptual and practical tools to understand and evaluate a variety of urban development initiatives within distinct historical, economic, political and sociological frameworks. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS 510 - Social Inequality and Public Policy (3 OR 5)

Analysis of how economic inequality, segregation, poverty, changing family structure, immigration, race and labor market segmentation and educational inequality are addressed by public policy. Advanced study of public policy responses to social problems, through historical and comparative studies of inequality, are examined including welfare, immigration, affirmative action, and environmental equity. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS 515 - Leadership and Organizational Change (3 OR 5)

This course provides strategies for leading changes in government and nonprofit organizations. Organizations must adapt to outside changes, to the changing demand of their stakeholders, and improve their performance and efficiency. The focus will be on how to lead changes in such organizations in a way that aligns the design of such changes with organizational purposes. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS 520 - Comparative Public Policy (3 OR 5)

This course compares the public policies of countries throughout the world. Primary emphasis is on the public policies of advanced industrial democracies in order to gain a clear understanding of the possible public policy alternatives for the United States. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

LAS 525 - Community Development Planning and Policy (3 OR 5)

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

**LAS 530 - Immigration Policy (3 OR 5)**

Study of how immigration influences the economy and society of the United States. Focus on the changes in immigration policies due to the September 11, 2001 events and their consequences for the economy and the political debate in the United States. Analysis of the distinction between illegal and legal immigrants and between skilled and unskilled immigrants is made in order to distinguish the effects of various types of immigration. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

**LAS 535 - Education and Public Policy (3 OR 5)**

This course will research educational policies and their outcomes. The focus will be on how current and past policies affect student learning and how to use available resources in the most efficient way. It will discuss past experiences in public policies towards education, as well as contemporary ones, such as school vouchers and charter schools. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

**LAS 536 - Public Policy of Health Care (3)**

This course provides a background of the historical, economic, social, technological, and philosophical forces that have shaped our current health care systems and their impact on the delivery of health care. A primary focus is the critical examination of balancing, cost, quality and access and how different national systems have evolved over time. The course further examines planning and policy cycles, the role of government as regulator and market maker, the status of major governmental initiatives and the projection of emerging trends. Prerequisite(s): Admission to the Masters of Arts in Public Policy Program or consent of the Department. 3 semester hours

**LAS 540 - Bureaucracy and Policymaking (3 OR 5)**

This course examines the environment in which the decision-making process within bureaucracies takes place and the risks associated with this process. It discusses incentives that bureaucrats face and their effects on policymaking. The primary goal is to introduce theories and practical mechanisms that will allow the policymaker (or policy analyst) to be successful in improving the development and implementation of effective public policies in various types of organizations. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

**LAS 545 - Technology and Public Policy (3 OR 5)**

This course will cover two main aspects of the relationship between technology and public policy. The first is how governments can influence the development and commercialization of technology. Methods covered include sponsorship of certain programs, partnerships with the private sector and direct involvement in research activities and programs that affect market demand. The second is how governments’ performance can be enhanced via utilization of new technologies. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

**LAS 550 - Public Policy and the Environment (3 OR 5)**

This course focuses on public policies aimed at protecting the environment. The main objective is to learn about government regulation, government voluntary programs, and environmental laws. A combination of theory and case studies will be used to examine the effectiveness of various environmental public policies, possible improvements, and costs associated with such policies. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or departmental approval. 3 semester hours or 5 quarter hours

**LAS 555 - The Politics of Policymaking (3 OR 5)**

This course is designed to provide the student with an understanding of the political process involved in policymaking, especially with regards to the legislative process. Students will learn how public policies are amended, modified, and approved during the political process. Awareness of how the differences between a proposed policy and its final version will be developed. Students will learn that the legislative approval process is an integral part of policymaking. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

**LAS 557 - Proposal Writing and Grantsmanship (3)**
This course will teach students the mechanics of proposal writing and the political and social aspects of "grantsmanship," as they develop their skills in identifying sources of grant funding, doing useful research to support their applications, and tailoring their proposals to specific audience interests. Emphasis is placed on researching and writing. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**LAS 560 - Advanced Public Finance (3 OR 5)**

An investigation of taxation, government spending, and cost-benefit analysis applied to a variety of projects. The focus is on determining the optimal role of government in market economies, and the measuring government efficiency and inefficiency. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

**LAS 565 - Research Design & Methodology (3 TO 5)**

This course is designed to prepare students to do research related to policy issues. The primary goal of the course is to provide students with the tools needed to investigate and effectively evaluate public policies outcomes. The course focuses on the application of quantitative, qualitative, and formal methods to research, and considers how to determine the appropriate applications of such methods. Prerequisite(s): No prerequisites for graduate credit. For undergraduate credit, senior standing with at least six prior social science courses, or department approval. 3 semester hours or 5 quarter hours

**LAS 570 - Methods 2: Qualitative Research Design and Methodology (3)**

This course introduces students to qualitative research methods essential to effective policy formation and evaluation. Students learn of various approaches to qualitative research including case study, narrative study, ethnography, grounded theory, and phenomenology. Topics include problem definition, research design, observation, interviews, content analysis, historical and archival research, and action research. Students will develop the skills necessary to design and conduct qualitative research and apply those skills to a study of their own design. Pre-requisite(s): LAS 500, LAS 502, LAS 505, LAS 510, LAS 565. Co-requisite(s): None. 3 semester hours

**LAS 590 - Public Policy Internship (1 TO 3)**

The public policy internship provides students with advanced experience in governmental and related institutions such as community organizations and nonprofit institutions involved in an aspect of public policy in which they are interested. Internships enable students to integrate classroom learning with practice and understand how public policies are implemented at the local, state, or national levels. Placements are individualized according to student interests and needs. Prerequisite(s): 15 semester hours completed in the M.A. in Public Policy Program; consent of internship supervisor and academic supervisor. 1-3 semester hours

**LAS 593 - Public Policy Seminar (3)**

The Public Policy Seminar will allow students to integrate public policy theory with specific cases according to student interest. Special emphasis will be placed on formulating proposals for solving actual public policy problems. Each student will be encouraged to think through a specific problem related to public policy, and try to solve this problem throughout the semester with the support of a faculty member. Prerequisite(s): To have completed at least eight courses (24SH) in the M.A. in Public Policy, or department approval. 3 semester hours

**LAS 595 - Public Policy Special Topic (1 TO 5)**

In-depth study of a contemporary public policy topic. As the topic varies each term, students may register more than once. Prerequisite(s): No prerequisites for graduate credit. Departmental approval for undergraduate credit. 1-3 semester hours (graduate students) 2-5 quarter hours (undergraduate students)

**LAS 599 - Master's Thesis (3)**

The thesis is a formal written document which investigates a public policy theory, a particular public policy case study, or the relationship between a public policy theory and a case study as the result of disciplined inquiry, under the supervision of a faculty member. Prerequisite(s): To have completed at least eight courses (24SH) in the M.A. in Public Policy, or department approval. 3 semester hours

**LAS 599X - Thesis Continuation (0)**

Continuous registration required until thesis is complete. Prerequisite(s): Masters standing, consent of instructor, and prior registration for the required number of hours in LAS599. 0 semester hours

**LAS 620 - Advanced Community Development Planning and Policy (3)**

This course investigates the various aspects of neighborhood and community-based development and the roles that community psychologists can play in facilitating relevant planning initiatives. Students will learn how changing urban structures such as neighborhood gentrification and displacement can impact community development and influence resident management practices. In addition, students
will identify and evaluate the effectiveness of different planning approaches including asset mapping, advocacy and equity planning within the context of policymaking. Prerequisite(s): For the Ph.D. in Community Psychology program, the following courses are prerequisites: LAP 600, LAP 605. 3 semester hours

**LAS 660 - Advanced Leadership and Organizational Change (3)**

This course will explore advanced strategies for leading change in government and nonprofit organizations that maximize benefit to the community. The focus will be on understanding how organizations must adapt to outside changes and the demands of stakeholders. It will also focus on how organizations can improve their performance and efficiency while staying current on best practices and continuous quality improvement. Students will learn how to plan for and lead these changes in a way that aligns the design of such changes with the organization’s goals for community improvement. Prerequisite(s): For the Ph.D. in Community Psychology program, the following courses are prerequisites: LAP 600, LAP 605. 3 semester hours

**LAS 665 - Urban Politics and the Community (3)**

This course examines the impact of the distribution of power and the tensions that drive modern cities on community areas. Consideration will be given to racial and ethnic divides. The relationship between government, private economic interests and resident's interests will be explored. Theoretical and policy issues as they relate to urban politics that help and/or hinder community residents will be explored. Prerequisite(s): For the Ph.D. in Community Psychology program, the following courses are prerequisites: LAP 600, LAP 605. 3 semester hours

**LAT - Theatre Arts**

**LAT 220 - Introduction to Theatre (5)**

Introductory course focusing on the nature of theatre, analysis and interpretation of dramatic literature, dramatic style, and theatrical convention. Includes a study of the development of the physical stage. 5 quarter hours. Counts in the Fine Arts or Humanities Area of General Education Requirements.


**LAT 302 - Business Ethics in Popular Film (5)**

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


**LAT 303 - Minority Images in Popular Film (5)**

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

Distribution: GenEd-Fine Arts.

**LAT 304 - Banned and Forbidden: Freedom of Speech in Film (5)**

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


**LAT 326 - Women in Theatre (5)**

An examination of the role of women in the theatre, placed in a historical and contemporary context. Largely a survey course focusing on plays by, for, and about women. Prerequisites: None. 5 quarter hours. Counts in the Fine Arts or Humanities Area of General Education Requirements.
COURSE DESCRIPTIONS

LAT 440 - Professional Communication (3 TO 4)
This course is designed to present an in-depth examination of the communication process which involves theoretical perspectives, interpersonal communication and communication in the workplace. 3-4 quarter hours.

LAT 495 - Theatre Arts/Special Topic (1 TO 6)
A theatre arts offering of unique and special current interest. Students may register for this course more than once, since topic varies each term. 1-6 quarter hours.

LAU - Music

LAU 110 - Introduction to Music (2)
Introduction to the basic elements of music and the use of musical components in the style periods of Western Music. The course will focus on increasing musical perception and the development of analytical listening skills. 2 quarter hours. Counts in the Fine Arts Area of General Education Requirements. Distribution: GenEd-Fine Arts.

LAU 220 - Music as Social Experience (5)
This course will provide the opportunity to understand different aspects of musical experience and to become more familiar with how music works. Students will learn musical vocabulary to expand musical perception and increase listening skills. Exploring popular and classical music in different cultural contexts, a variety of individual compositions will be examined within spiritual, gender, political and emotional contexts, as well as the context of film. Prerequisite(s): none. Co-requisite(s): none. 5 quarter hours

LAU 300 - Applied Music--Individual Instruction (2 TO 5)
Individual or group instruction in voice or musical instrumental. Proficiency in Applied Music is judged on an individual basis through recital at term end. Students may register for this course more than once. No previous musical experience is required. 2-5 quarter hours Counts in the Fine Arts Area of General Education Requirements. Distribution: GenEd-Fine Arts.

LAU 410 - Conducting (5)
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: LAU 210, LAU 320 and LAU 321. 5 quarter hours. Counts in the Fine Arts Area of General Education Requirements. Distribution: GenEd-Fine Arts.

LAU 490 - Music Independent Study (2 TO 5)
An opportunity for students to pursue an approved exploration in an area of music, including but not limited to pedagogy, performance interpretation, music education, music history and literature or music theory. Students will work with the instructor on an individual basis, meeting regularly to present independently completed assignments. 2-5 quarter hours

LAU 495 - Music Special Topic (2 TO 5)
A music offering of special interest in an area of music, including but not limited to music theory, individual instruction, music education, music history and literature or current issues in music performance. Students may register for the course more than once, as the topic may vary each term. 2-5 quarter hours.

LIBR - Library

LIBR 100 - Introduction to Research Strategies and Library Resources (2)
(replaces LIBR201 effective Fall 2010) This course introduces students to college research: how to develop a successful search strategy, how to efficiently search article databases, and how to critically evaluate sources. Collaborating online, students will also learn how to build a literature review from scholarly sources, including journals, books, and credible Web resources. Counts towards the Information and Technology Literacy Area of General Education Requirements. Prerequisite(s): None. 2 quarter hours

LIBR 200 - Digital Information Literacy (2)
This course introduces students to the concepts and competencies of digital information literacy which include the ability to access, analyze, communicate, and critically evaluate information in digital formats. Students will acquire flexible strategies for finding information and reflect on issues related to the ethical use of sources. Students will learn critical literacy skills as applied to academic, professional, and personal learning. Prerequisite(s): None. Co-requisite(s): None. 2 quarter hours

LIBR 202 - Critical and Ethical Use of Digital Information (2)
This course focuses on the critical evaluation and ethical use of digital information. In addition to critically evaluating digital information in a variety of formats, students will learn the importance of attribution, how to avoid plagiarism, the basics of copyright, and will explore the ethical and legal issues related to the use of digital information. Counts towards the Information and Technology Literacy Area of General Education Requirements. Prerequisite(s): none 2 quarter/semester hours

**LIBR 300 - Library Research for the Social Sciences (2)**

This course introduces students to college research in the social and behavioral sciences. Students will learn important research techniques, including how to identify and determine the most appropriate sources required for an information need, how to find and critically evaluate sources, and how to ethically use and share the information. Through the use of online tools and collaboration, students will be able to identify and locate relevant literature in the field in order to compile an effective literature review. This course counts towards the ABS degree requirements. Prerequisite(s): Admission to the Applied Behavioral Sciences Program. 2 quarter hours

**LIBR 401 - TAP Preparation: Mathematics (0)**

This course provides preparation for NCE students to fulfill state licensure requirements for the Illinois State Board of Education’s Test of Academic Proficiency (TAP). Content will cover the TAP sub-area: Mathematics. Current Mathematics skills will be assessed through a practice test; videos, quizzes, self-assessments, and exercises provide a review of Mathematics skills and strategies; and finally, Mathematics skills will be further assessed with a second practice test to determine further studying. Prerequisite(s): None. Co-requisite(s): None. 0 quarter/semester hours

**LIBR 402 - TAP Preparation: Reading Comprehension (0)**

This course provides preparation for NCE students to fulfill state licensure requirements for the Illinois State Board of Education’s Test of Academic Proficiency (TAP). Content will cover the TAP sub-area: Reading Comprehension. Current Reading Comprehension skills will be assessed through a practice test; videos, quizzes, self-assessments, and exercises provide a review of Reading Comprehension skills and strategies; and finally, Reading Comprehension skills will be further assessed with a second practice test to determine further studying. Prerequisite(s): None. Co-requisite(s): None. 0 quarter/semester hours

**LIBR 403 - TAP Preparation: Language Arts (0)**

This course provides preparation for NCE students to fulfill state licensure requirements for the Illinois State Board of Education’s Test of Academic Proficiency (TAP). Content will cover the TAP sub-area: Language Arts Writing. Current Language Arts & Writing skills will be assessed through a practice test and writing prompt; videos, quizzes, self-assessments, and exercises provide a review of Language Arts & Writing skills and strategies; and finally, Language Arts Writing skills will be further assessed with a second practice test and writing prompt to determine further studying. Prerequisite(s): None. Co-requisite(s): None. 0 quarter/semester hours

**LIBR 585A - Workshop/Information in the Digital Age for the Adult Learner (1)**

This workshop, intended for the returning graduate student, will introduce new technology and skills to prepare students for academic success. An introduction to online tools, tips, and tricks will help students to manage digital information, conduct online research, and work collaboratively online. Prerequisite(s): none 1 semester hour

**MBA - Master of Business Administration**

**MBA 501 - Graduate Management Foundations (3)**

This is the first course in the MBA program. It provides foundational knowledge in core business subjects, fundamentals and applications. The course also orients the student to the educational philosophy, academic resources and operational practices employed in delivering the MBA program. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**MBA 502 - Organizational Behavior (3)**

This course introduces students to the complexity and significance of human behavior in organizations by emphasizing the dynamic relationship of individual, group, and organizational factors that influence performance effectiveness. Examination of current theories and research in the multidisciplinary field of organizational behavior provides students with the foundation needed to apply their knowledge to their organizational experiences and to develop their managerial skills in such areas as motivation, team development, decision making, leadership, and managing organizational change. Thus, students can improve their own effectiveness, contribute to the effectiveness of their organizations, and achieve their professional aspirations. Prerequisite(s): Admission to the MBA Program and/or to the Leadership Certificate. 3 semester hours
MBA 503 - Leadership & Organizational Behavior (3)

This course is a gateway MBA program experience that focuses on contemporary leadership and organizational behavior perspectives. Students explore topics such as authentic leadership, emotional intelligence, and teamwork while examining the individual, group, and organizational factors that influence a leader's ability to exert influence and enact change. Through self-assessment, simulation, and reflection, students achieve a heightened understanding of how they can enhance their own leadership effectiveness, contribute to the effectiveness of their organizations, and realize their professional aspirations. Prerequisite(s): Admission to the MBA program; MBA 500 or MBA 501. Co-requisite(s): None. 3 semester hours

MBA 506 - Ethical and Legal Issues (3)

This course examines the responsibilities of ethical leadership in the modern organization. Course content will underscore stakeholder rights and the organization's duties to its stakeholders, both internal and external, as well as to society-at-large. Both political and social as well as ethical and legal rights and duties are explored. Major areas of analysis include: employer and employee rights; occupational; safety; product safety; advertising; environmental issues; and social responsibility. A variety of managerial decision-making techniques will be applied in the analysis and solving of ethical problems. Prerequisite(s): Admission to the MBA program; MBA 500 or MBA 501. MBA 503. Co-requisite(s): None. 3 semester hours

MBA 508 - Managerial Economics (3)

This course will introduce the student to the application of microeconomic principles to managerial decision-making in the modern organization. Emphasis will be placed on marginal analysis and resource allocation as well as strategic aspects of managing organizations in differing competitive environments. A variety of decision-making techniques will be used in the analysis and solving of organizational problems. Prerequisite(s): Admission to the MBA Program; MBA 500 or MBA 501. Co-requisite(s): None. 3 semester hours

MBA 510 - Macroeconomics (3)

The purpose of this course is to improve the personal and professional financial decision making of students. We look at the behavior of a variety of economic data and Federal Reserve monetary policy decisions based upon the business cycle definitions of the National Bureau of Economic and the associated Leading Indicator approach of the Conference Board to enable students to analyze the current state of the US economy and forecast its future state.

MBA 514 - Managerial Accounting (3)

This course will introduce the student to managerial accounting concepts and the use of those concepts in the evaluation of financial reports and other financial data. Issues addressed will include techniques to analyze and evaluate cost data for planning and control, inventory management and control, cost-volume-profit analysis, revenue and profitability analysis, and quality control issues. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite(s): Admission to the MBA Program; MBA 500 or MBA 501, MBA 503. Co-requisite(s): None. 3 semester hours

MBA 516 - Financial Markets (3)

This course will focus on the behavior of financial markets, such as stock, bond, futures and options markets. Several different investment alternatives and their characteristics will be addressed. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite(s): Admission to the MBA Program, MBA 500 or MBA 501, MBA 503, MBA 514, MBA 518. Co-requisite(s): None. 3 semester hours

MBA 518 - Financial Management (3)

This course will emphasize the strategic management of assets and liabilities to maximize the value of organizations. Topics include time value of money, investment decision criteria, evaluation of cash flows, risk analysis, cost of capital, working capital management, dividend policy, and overall financial performance. Prerequisite(s): Admission to the MBA Program; MBA500 or MBA501, MBA503, MBA514. Co-requisite(s): None. 3 semester hours

MBA 522 - Strategic Marketing (3)

The course is designed to provide a foundation of marketing knowledge and practical skills that will enable the student to develop and implement strategic marketing programs in future work situations. The course will examine marketing principles and their application to strategic marketing problems in a competitive global environment. Issues addressed will include consumer research, product development, pricing decisions, distribution management, integrated marketing communications, and performance measures. The course also will focus on marketing strategy trends, such as the increasing use of social media. Prerequisite(s): Admission to the MBA Program; MBA 500 or MBA 501, MBA 503. Co-requisite(s): None. 3 semester hours
MBA 524 - Strategic Management (3)
This capstone course gives students practice in making and analyzing strategic decisions that require integration of the functional areas of the organization. The course especially focuses on how to make business strategy decisions in a dynamic environment. Prerequisite(s): Admission to the MBA Program, MBA 500 or MBA 501; MBA 503; MBA 510; MBA 522; MBA 514; MBA 526; MBA 508; MBA 518; MBA 529; MBA 532; MBA 516; MBA 506. Co-requisite(s): None. 3 semester hours

MBA 526 - Project Management (3)
This course introduces MBA students to the discipline of project management with examples of the kinds of projects they are likely to encounter in their career, such as Facility Construction, Product Development, IT Systems, Business/Public Program Rollout, etc. Students will learn principles and apply techniques in project need/mission formation; project planning and control; risk management and mitigation strategies; project organization, leadership, and motivation issues; procurement and contract management; quality management; and project communications. Course contents are aligned with industry certifications (Project Management Professional), although the course by itself is insufficient for certification exams. Prerequisite(s): Admission to the MBA Program; MBA 500 or MBA 501, MBA 503. Co-requisite(s): None. 3 semester hours

MBA 529 - International Management (3)
The globalization of business is challenging organization leaders at all levels to come to grips with the complexities of managing business beyond the U.S. This course focuses on the interplay between the domestic business environment and the diversity of business environments across the world. It is designed to prepare graduates with sensitivity, analytical skills, and decision-making skills that will help them stand out among their peers as leaders capable of dealing successfully in the international business community. Prerequisite(s): Admission to the MBA Program; MBA500 or MBA501, MBA503. Co-requisite(s): None. 3 semester hours

MBA 530 - Consumer Behavior (3)
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: MBA 500 Intro to MBA and MBA 522 Strategic Marketing. For Certificate Students: Intro to WebCT workshop and an upper level undergraduate Marketing course 3 semester hours

MBA 532 - Technology and Leadership (3)
This course focuses on how managers can leverage technology and information to improve organizational performance. Like human and financial resources, technology is a critical ingredient of modern organizations. The course addresses general patterns of technology development and evolution, and then focuses on the impact of information technology on many industries—manufacturing and services including healthcare and government. The course uses case studies and frameworks to enable general managers to be effective participants in the planning, management, and use of technology in their areas of responsibility. Prerequisite(s): Admission to the MBA Program; MBA 500 or MBA 501, MBA 503. Co-requisite(s): None. 3 semester hours

MBA 534 - Product Management (3)
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: MBA 500 or MBA 501, MBA 503. Co-requisite(s): None. 3 semester hours

MBA 538 - Advertising and Promotion (3)
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: MBA 500 Intro to MBA and MBA 522 Strategic Marketing. For Certificate students: Introduction to WebCT workshop and an upper level undergraduate Marketing course 3 semester hours
MGT - Management

MGT 101 - Introduction to Business (4)
Studies the forms of business organization, microeconomic topics, business and society, management, and decision making. 4 quarter hours.

MGT 103 - Personal Project Management (2 TO 3)
This course introduces the concept of returning to school as a project to be managed through project management strategies, addressing time, finances, and competing priorities. Using project management strategies increases the likelihood that students will successfully complete their degree program. This course introduces strategies for academic success, including time and stress management concepts, personal advocacy and strategic planning, and adult learning theory. Prerequisite(s): none. 2-3 quarter hours
Distribution: Business Elective.

MGT 106 - Applications of Business Writing (4)
Introduces the communications process and addresses the application of basic communication skills through intensive practice in the types of writing and oral presentations required in the business world. Forms of business correspondence include: memorandum, routine business letters, letters conveying good or bad news, persuasive letters, letters of application, and resumes. Prerequisite: MGT 101, LAE 101 recommended. 4 quarter hours
Distribution: Business Elective.

MGT 120 - Accounting Principles I (4)
Applies the basic accounting principles as they relate to the sole proprietorships and merchandising companies. Guides students in the understanding of the accounting business cycle procedures related to journalizing, posting, adjusting entries, closing entries, and preparing financial statements. 4 quarter hours.

MGT 121 - Accounting Principles II (4)
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

MGT 122 - Accounting Principles III (4)
Applies the basic accounting principles as they relate to partnerships and corporations. Guides students in the understanding of the generally accepted accounting principles (GAAP) as they apply to the issuance of common stock, preferred stock, and bonds. Students will also learn how to prepare the statement of cash flows and use the tools and techniques to analyze and interpret financial statements. Prerequisite: MGT 121. 4 quarter hours.

MGT 150 - Introduction to Computer Applications (4)
This completely hands-on course introduces to software productivity tools. Word processing, database management, spreadsheet, and communication concepts and applications are the major topics of this course. 4 quarter hours

MGT 201 - Career Evaluation and Planning (5)
This course will guide students to evaluate themselves and the vocational landscape in order to develop a career and/or career change plan that will lead to career advancement. The course will have the students examine their interests, skills, work history, education, and physical capacities to identify transferrable skills to occupations within their interests, skills, education, and physical capacities. It will also guide the students into how to search the labor market in order to find potential employers. This course will also prepare students to interview for positions. Prerequisite(s): None. Co-requisite(s): None. 5 quarters hours

MGT 204 - Business Law I (4)
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: MGT 101. 4 quarter hours

MGT 205 - Business Law II (4)
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: MGT 204. 4 quarter hours
Distribution: Business Elective.

MGT 215 - Quantitative Tools in Business (4)
This course emphasizes the use of spreadsheets as a quantitative Decision Support System that assists managers in the decision making process. The course explores the use of spreadsheets such as Microsoft Excel to evaluate data using its powerful quantitative tools. Basic mathematical principals are reviewed and
applied to the creation and use of spreadsheets in the
decision making process. It continues with advanced
spreadsheet concepts, operations, and techniques
(i.e., statistics, macros, forecasting, etc.)
Prerequisite(s): None 4 quarter hours
Distribution: Computer Science.

**MGT 220 - Managerial Accounting (4)**

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: MGT
122. 4 quarter hours.

Distribution: Business Elective.

**MGT 230 - Better Business Writing (3 OR 5)**

In this course students will review and practice tools
of good writing. These include the foundation skills of
clear organization of sentences and paragraphs;
appropriate word choice; and correct grammar and
punctuation. Students will also learn the basic format
of an executive summary. Students enrolled for more
than three quarter hours will produce additional
business documents including research based
business reports. Prerequisite(s): None. 3 quarter
hours OR 5 quarter hours

Distribution: Business Elective.

**MGT 243 - Office Information Systems (4)**

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: MGT 150. 4 quarter
hours.

Distribution: Computer Science.

**MGT 270 - Survey of International Business (4)**

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: MGT 101. 4 quarter hours

Distribution: Business Elective.

**MGT 300 - Principles of Marketing (4)**

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: MGT 101. 4 quarter hours.

**MGT 301 - Principles of Finance (4)**

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: MGT 122, MGT 101, and one
economics course or consent of the program director.
4 quarter hours.

**MGT 302 - Principles of Management and Supervision
(4)**

Examines the actual roles managers play in complex
organizations. Prepares aspiring managers and
professional/technical employees for management
positions while helping them to work more effectively
with current managers. Examines management
theory critically for utility in light of actual practice.
Prerequisites: MGT 101 and MGT 106. 4 quarter
hours.

Distribution: Business Elective.

**MGT 303 - Business Research and Communications (4)**

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: MGT 101 and MGT 106. 4 quarter
hours.

Distribution: Business Elective.

**MGT 304 - Business Ethics (4)**

Introduces basic ethical principles within a business
framework. Addresses standards of ethical conduct
within the business community; codes of ethics;
concerns over corporate behavior; ethical
responsibilities to firms, employees, customers,
stockholders, and others in society. Examines
advantages of professional codes of ethics.
Prerequisites: MGT 302 and MGT 204. 4 quarter
hours.

Distribution: Business Elective.

**MGT 305 - Operations Management (4)**

Represents a blend of concepts from industrial
engineering, cost accounting, general management,
quantitative methods, and statistics. Covers
production and operation activities, such as
forecasting, choosing for an office or plant, allocating
resources, designing products and services, scheduling activities, and assuring quality. Prerequisites: MGT 101, MGT 220 and LAM 216. 4 quarter hours.

Distribution: Business Elective.

MGT 307 - Consumer Behavior (4)

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: MGT 300. 4 quarter hours.

Distribution: Business Elective.

MGT 319 - Money and Banking (4)

Examines financial institutions, systems, regulating bodies, and policies. Prerequisites: MGT 101 and one economics course. 4 quarter hours.

Distribution: Business Elective.

MGT 362 - Marketing for Entrepreneurs (4)

Provides practical tools for planning, implementing and controlling marketing activities for a new venture. Prerequisite: MGT 300. 4 quarter hours.

Distribution: Business Elective.

MGT 370 - International Accounting (4)

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: MGT 122. 4 quarter hours.

Distribution: Business Elective.

MGT 371 - International Finance (4)

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: MGT 122, MGT 301 and one economics course. 4 quarter hours.

Distribution: Business Elective.

MGT 372 - International Management (4 TO 5)

This course provides an understanding of how business firms manage international operations. It explores how a manager's role and decisions need to adapt as the company goes beyond a single national boundary. The course explores only the socio-cultural environment abroad, but also the organizational problems that result from attempting to integrate and coordinate a complex set of operations worldwide. This course includes subtopics such as overseas market selection, planning, product adaptation, channel selection, pricing behavior, promotion strategy, exporting and importing. 5 quarter hours for International management concentration and 4 quarter hours for cohort model BA Business Administration. Prerequisite(s): Junior standing and minimum of two management courses or consent of the CMB Admission Team. This course can be taken as part of the concentration in International Management or independent of the concentration. It can also be taken as part of the BABA program. 4-5 quarter hours.

MGT 375 - Management and the Not-for-Profit Organization: A Case Study of the Field Museum (4)

The purpose of the class is to provide business students with an understanding of the 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.

MGT 400 - Business Strategy (4)

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 MGT 301, MGT 302, MGT 303, and MGT 305. 4 quarter hours.

MGT 403 - Introduction to BSM/BSMIS (1)

The BSM/BSMIS is one of the few degree programs that focuses on "management" of information systems. It is taught both online and in the classroom, but either way, students must have a
certain comfort level with computers. It is essential that the student has the computer and other skills required to successfully complete the program. Since many of you have been out of school for a while, this course is intended to ease you back into school. It will orient you to the program and serve as an introduction to required skills. Among required skills are: web search strategy, use of the NLU online learning platform, adult learning philosophy, group dynamics, conflict resolution, behavioral style, time management, stress management, and use of NLU's online library. Writing skills will also be measured. Prerequisite(s): Admission to the BSM or BSMIS program. 1 quarter hour

**MGT 404 - Diversity in the Workplace (4 TO 5)**

Organizational leaders are now facing the challenge of how to effectively manage a workforce that is increasingly diverse in regard to race, ethnicity, gender, age, sexual preference, and physical ability. To succeed long term, a company must help its employees welcome and value each other's diverse backgrounds so that in working together, the company can gain a competitive advantage over those companies who are unable to facilitate this process for their employees. Individuals need to be aware of these issues so they not only can succeed within an organization, but also can successfully deal with external stakeholders such as customers, suppliers, etc. 5 quarter hours in the concentration in International Management and 4 quarter hours in the cohort model BA in Business Administration program. Prerequisite(s): Junior standing and minimum of two management courses or consent of the CMB Admission Team. This course can be taken as part of the concentration in International Management (5QH) or independent of the concentration, including as a required course in the cohort model BA Business Administration with a concentration in Accounting (4QH). 4-5 quarter hours

Distribution: Business Elective.

**MGT 405 - Accounting Information Systems (4)**

This course covers concepts of accounting information systems in organizations, both for-profit and not-for-profit. It focuses on processes of analyzing and designing accounting information systems, with emphasis on those utilizing computer facilities. Internal controls and auditing considerations are also covered. Prerequisite(s): Enrollment in the degree-completion cohort B.A. in Business Administration with a Concentration in Accounting program. 4 quarter hours

Distribution: Business Elective.

**MGT 407 - Advanced Business Writing (4)**

Builds upon the communication process and further advances basic communication skills through intensive practice in the types of writing and oral presentations required in the business world. Fosters the development of students' written and oral presentation skills. Forms of business correspondence include: memorandum, routine business letters, letters conveying good or bad news, persuasive letters, letters of application, and resumes. Goal is to learn to present ideas, reports, etc. clearly and concisely. Students refine both written and oral presentation skills by applying them to management issues. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration. 4 quarter hours

**MGT 408 - Contemporary Issues in International Management (4 TO 5)**

Recognizing the competitive and rapidly changing environment of most industries is a key factor in successful international operations. This course draws upon students' understanding of doing business in a global environment as it explores current issues and the impact these have on short and long term operations. The course discusses the role of the manager in recognizing and acting upon external, economic, political, and cultural environments. Issues related to marketing, finance, and human resources are also discussed. 5 quarter hours for concentration in International Management and 4 quarter hours for the cohort model BA in Business Administration. Prerequisite(s): Junior standing and minimum of two management courses or consent of the CMB Admission Team. This course can be taken as part of the concentration in International Management or independent of the concentration. This is a required course in the cohort model BA Business Administration. 4-5 quarter hours

**MGT 409 - Issues in Consumer Behavior (4)**

Draws upon behavioral sciences to provide insight into consumer needs, wants, and behaviors in the marketplace. Provides an emphasis on how the manager in business and non-business organizations can build an understanding of the individual consumer into the marketing decisions of goods and/or services. Provides an overview of the role of consumer research, leading to an application of quantitative and analytical skills acquired in other courses. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration 4 quarter hours

**MGT 410 - Management and Supervision (4)**

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. Pre-requisite(s): Admission to BSM program and MGT 403. Co-requisite(s): None. 4 quarter hours

**MGT 412 - Organizational Behavior (4)**

This course introduces students to the interrelated individual, group, and organizational-level factors that influence workplace interactions and performance. An interdisciplinary exploration of current research evidence and contemporary perspectives in the field of organizational behavior provides students with valuable tools for developing managerial "best practices" in areas such as motivation, team development, problem solving decision making, leadership, and organizational change. Prerequisite(s): Admission to the BSM Program, MGT 403, MGT 410, MGT 431, MGT 478. 4 quarter hours

Distribution: Business Elective.

**MGT 413 - Procuring, Managing and Leading High-Tech Workers (4)**

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): MGT 403. 4 quarter hours

**MGT 414 - Business Research Methods Communication (4)**

Builds upon students' written and oral communication skills by examining the functional uses of communication in planning, organizing, staffing, directing, and controlling. Provides a framework for researching business information and techniques for presenting collected data. Develops skills in organization, documentation, and style in oral and written reports. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration 4 quarter hours

**MGT 416 - Information Systems Concepts (4)**

Provides a fundamental understanding of the value and uses of information technology in business operations, managerial decision-making, and in creating a strategic competitive advantage for the enterprise. Course provides a broad overview of the basic elements of the technology field. Future managers, entrepreneurs, and other specialists will understand the uses of technology in today's business world. Prerequisite(s): MGT 403. 4 quarter hours

**MGT 417 - Communication Networks (4)**

This course provides an overview of data communications and networks for IT and business professionals. The course covers the technical fundamentals of how networks function, studies real-life applications of network technology, and outlines network design and management issues faced by business and IT organizations. The course also covers the latest trends in communications and networking technologies and the new applications and architectures that these technologies enable. Prerequisite(s): MGT 403. 4 quarter hours

**MGT 418 - Concepts and Applications in Financial Management (4)**

Examines managerial impact of the financial aspects of a business and their impact on managers: financing operations, combinations, and the organization of a business; how the financial function of a business relates to the financial community; also reviews basic financial statements such as the income statement, the balance sheet, etc. to familiarize students and enable them to apply their understanding of these concepts and documents to other managerial perspectives. Prerequisite(s): Enrollment in the cohort, degree completion Bachelor of Arts in Business Administration. 4 quarter hours

**MGT 420 - Advanced Accounting (4)**

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: MGT 322. 4 quarter hours.

Distribution: Business Elective.

**MGT 424 - Developing and Managing Web Sites (4)**

This course covers the key technical and business issues associated with the design, development, and management of internal or external web sites. In addition to providing hands-on experience with web development tools, the course addresses the roles, processes, and interfaces that are required for producing effective web sites. Prerequisite(s): MGT 403. 4 quarter hours

**MGT 427 - Advanced Cost Accounting (4)**

This course involves the study of advanced cost accounting aspects as a means of providing useful quantitative information for decision making. Topics
include the following: advanced analysis of cost and management accounting problems; special applications of cost accounting techniques for management planning and control; current developments in cost accounting. Prerequisite(s): Enrollment in degree-completion, cohort BA in Business Administration with Concentration in Accounting program. 4 quarter hours

Distribution: Business Elective.

MGT 428 - Ethical Issues in Business and Management (4)

Builds upon an understanding of ethical principles and applies those within a business and managerial framework. Explores the interrelationship between managerial effectiveness and efficiency and ethics. Examines ethical issues that managers confront and develops a potential framework for dealing with those issues. Reviews and discusses recent examples of ethical issues in business and management. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration. 4 quarter hours

MGT 430 - Communication in Organizations (4)

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 MGT 403, MGT 410, MGT 431, MGT 478. Co-requisite(s): None. 4 quarter hours

MGT 431 - Communication Skills for Managers (4)

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 MGT 403. Co-requisite(s): None. 4 quarter hours

MGT 432 - Advanced Business Law (4)

This course builds upon students' understanding of basic legal principles underlying business transactions and moves into additional areas of business and managerial law, such as employee hiring, employee compensation, and employee termination; protecting consumers, shareholders and other external stakeholders; and technology (e-mail, web sites, blogging). This course will examine current real-world situations of companies and managers as they have grappled with these legal issues. Prerequisite(s): Enrollment in the degree-completion, cohort BA in Business Administration. 4 quarter hours

Distribution: Business Elective.

MGT 433 - Developing and Managing Databases (4)

This course teaches how databases are designed, implemented, and managed in today's business environment. Students learn the theory and then apply it using database management software to solve common business problems. The course also addresses business issues associated with enterprise data, such as data integrity and privacy. Prerequisite(s): MGT 403. 4 quarter hours

MGT 434 - Accounting and Budgeting for Managers (4)

Draws upon students' understanding of accounting principles to the field of management accounting, focusing on the development of useful cost information for product costing and management reporting purposes. Develops an understanding of management decision making through the application of cost behavior analysis, product costing methods, variance analysis, cost allocation techniques, and transfer pricing. Also examines and applies budgeting as a managerial responsibility and a managerial tool. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration program. 4 quarter hours

MGT 436 - Critical Thinking for Managers (4)

This course emphasizes a systematic process for thinking critically and provides opportunities for students to improve their critical thinking skills as managers. Topics and class activities focus on stimulating the kind of thinking necessary to foster new managerial insights and strengthen the ability to articulate and apply sound reasoning to business problems. Prerequisite(s): HCL 300 and HCL 335 or MGT 403, MGT 431, and MGT 478, or approval of Dean or Associate Dean of the College of Management and Business. Co-requisite(s): None. 4 quarter hours

MGT 437 - Data Mining and Warehousing (4)

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): MGT 403, MGT 433. 4 quarter hours

MGT 438 - Information Management Systems (4)
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MGT 444 - Financial Decision Making (4)
The focus of this course is on the use of financial data to make better organizational and personal decisions. Topics include financial statement analysis, cost analysis, budget development and evaluation, cost-volume-profit analysis, and time value of money. Prerequisite(s): None 4 quarter hours

MGT 451 - Quantitative Methods for Managers (5)
Builds on the students' mathematical knowledge. Reviews, and further develops, numeric, algebraic, and graphical skills used by managers to solve practical problems, and make decisions based on quantitative data. The course combines two linked themes: statistics and modeling. Topics include, but are not limited to: review of algebraic techniques, descriptive statistics, probability distributions, estimation and hypothesis testing, correlation, simple and multiple linear regression, contingency tables, time series analysis and forecasting, comparisons between two populations, optimization using linear programming, mathematical models for inventory control, project scheduling, quality control, and simulations. Integrates computer software applications throughout. Prerequisite(s): Enrollment in the cohort, degree completion Bachelor of Arts in Business Administration 5 quarter hours

MGT 452 - Legal and Ethical Principles in Management (4)
This course builds on basic legal and ethical principles within a management context. It provides a critical analysis of legal principles related to: competition; protecting consumers; employee hiring, promotion, compensation, safety, and termination; and managerial behaviors and responsibilities. Students will learn to critically assess principles related to ethical traditions, moral development, and codes of conduct. This course also emphasizes the application of legal and ethical principles within the complex situation of multinational business and multicultural work forces. Prerequisite(s): Admission to the BSM Program and MGT 403 4 quarter hours

MGT 454 - Project Management (4)
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 MGT 403. 4 quarter hours

MGT 456 - Securing Corporate Information (4)
The proliferation of corporate databases and the development of telecommunication network technology as gateways to intrusion are examined. Ways of investigating the management of the risk and security of the data systems are presented as a function of design through recovery and protection. Issues of risk and security, as they relate to specific industries and government, are major topics in the course. Examples are presented of how major technological advances in computer and operating systems have placed data, as tangible corporate assets, at risk. Quantitative techniques for risk assessment and for qualitative decision making under uncertainty are explored. Prerequisite(s): MGT 403. 4 quarter hours

MGT 458 - Marketing for Managers (4)
This course examines the basic principles and concepts of the marketing function within a variety of organizational settings. This course focuses on the practical application of skills and knowledge to one's personal and professional life. This includes examination of contemporary marketing theories, practices, and issues. The student identifies the marketing strategy of the organization, and analyzes its application to actual outcomes; employs creative as well as critical thinking skills; identifies and analyzes a marketing opportunity or problem, through the development of a marketing plan. Prerequisite(s): Admission to the BSM Program and MGT 403, MGT 410, MGT 431, MGT 478. Co- prerequisite(s): None. 4 quarter hours

MGT 462 - Systems Development Life Cycle (4)
Course provides an overview of the systems development life cycle, including the phases of planning, analysis, design, build, test, deployment, and support. The course will cover the latest tools, techniques, and methodologies for developing business applications. Special emphasis will be placed on understanding and specifying business requirements, then iteratively transforming requirements into a system design. Prerequisite(s): MGT 403. 4 quarter hours

MGT 469 - Enterprise Resource Planning (4)
Course provides an overview of enterprise resource planning. Students will learn how to create a seamless integration of information flow through an organization by combining various sources of information into coherent software applications and databases. They will also learn how to transform business processes to create seamless flow in supply chains. The course presents the origins and evolution of ERP along with trends and issues it has created. Prerequisite(s): MGT 403. 4 quarter hours

MGT 471 - IT Project Management (4)

This course covers how to plan and manage IT projects. Students will learn and apply principles, techniques, and tools for taking an IT project from inception to the delivery of business value. Special emphasis is placed on understanding the interplay among IT project requirements, such as scope, quality, productivity, budget, resources, and schedule. The course content is aligned with industry certifications (Project+, Project Management Professional), though the course by itself does not prepare students for these certification exams. Prerequisite(s): MGT 403, MGT 462. 4 quarter hours

MGT 473 - Strategic Uses of IT (4)

This course prepares students to increase the strategic effectiveness of information technology. Its main objective is to help students become better decision-makers thereby enabling them to compete more effectively in today's information technology-driven environment. Major topics include issues relating to the development of an IT-enabled strategy and organizational design; challenges related to electronic commerce within and between organizations; and IT structure, organization, planning, control, and management. Material covered in this course centers around field-based research and case study analysis. Prerequisite(s): MGT 403. 4 quarter hours

MGT 476 - Entrepreneurship, Creativity, and Innovation (5)

In this course, students explore entrepreneurship, its challenges and rewards, and the utilization of entrepreneurial skills in start-ups, franchises, small business, corporate, government, and social enterprise settings. Students engage in the process of generating, evaluating, critiquing, and selecting creative ideas, and identifying further steps for making such ideas come to fruition—other words, making innovation practical. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

MGT 477 - Small Business Management (5)

This course integrates the core concepts of entrepreneurship with skills and knowledge required for managing a small business. Students review major areas of small business operations, such as legal setup and obligations to the government and employees, banking and financing, accounting, reading basic financial statements, staff hiring and human resource issues, marketing, technology, procurement, sales and customer service, location selection and facility management, and partnerships and outsourcing. Students also explore issues related to franchising, buying, and selling of small businesses. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

MGT 478 - Managerial Assessment (3)

Students in this course examine their managerial skills and behaviors through participating in a variety of assessment activities. This course provides the groundwork for designing a personal management development plan to guide students in embracing their strengths and improving their managerial proficiency as they move through their management studies. In addition to increasing their self-awareness, students also focus on improving their understanding of others' behaviors in the workplace. Prerequisite(s): MGT 403. 3 quarter hours

MGT 479 - Management Development Practicum (1)

Students set and pursue one or more personal managerial development goals during the four-month practicum period. B.S. in Management students are required to take this practicum three times (during terms 2, 3, and 4). Each practicum is an opportunity for students to improve in a different self-chosen managerial skill through reading, action, and reflection. Learning is documented in a series of brief management development reports and through an end-of-course class presentation. During the term-long length of the course, students work independently along with direction and feedback from their professor (who functions as their personal coach). Prerequisite(s): MGT 410, MGT 478. 1 quarter hour

MGT 481 - Advanced Concepts in Operations Management (4)

Draws upon an understanding of production and operations management, utilizing a blend of concepts from industrial engineering, cost accounting, general management, quantitative methods, and statistics. Builds upon an understanding of production and operation activities such as forecasting, choosing an office or a plant, plant layout, allocating resources, designing products and services, scheduling activities, and assuring quality. Prerequisite(s): Enrollment in the cohort, degree-completion Bachelor of Arts in Business Administration. 4 quarter hours

MGT 482 - Strategic Management (4)
This course explores the components of the strategic management process. Various levels of strategy--functional, business, global, and corporate--are explored. Students are encouraged to think strategically when making business decisions. Prerequisite(s): Admission to BSM program and MGT 403. Co-requisite(s): None. 4 quarter hours

**MGT 484 - Entrepreneur as Manager, Leader, and Salesperson (5)**

This course explores some of the most important roles of a successful entrepreneur - these of leading people, managing resources, and selling their product or service to external and internal customers. Students identify how leadership theories can be applied in entrepreneurial settings, develop skills in managing themselves and others, study and practice expert selling skills, and analyze risks associated with decision-making. Prerequisite(s): None. Co-requisite(s): None. 5 quarter hours

**MGT 485 - Applied MIS Techniques (5)**

This course is the capstone for the BS in Management Information Systems program. The course uses case studies and research assignments as vehicles for students to integrate and apply the business, technology, and management concepts they have learned in previous courses. Students will analyze real-world business technology issues, propose strategies, design solutions, plan projects, and relate what they are doing to business value. Prerequisite(s): MGT 403 and all other BSMIS courses. 5 quarter hours

**MGT 487 - Leadership in Organizations (5)**

This course provides a foundation in leadership. It is an overview or survey of leadership; areas to be addressed include skills, traits, and contingency approaches along with newer constructs that are currently generating interest within organizations today. Authentic leadership, shared leadership, and emotional intelligence are some of the current topics to be covered. Prerequisite(s): Junior standing and minimum of two management courses or consent of the CMB Admission Team. This course can be taken as part of the concentration in Leadership or independent of the concentration. 5 quarter hours

**Distribution: Business Elective.**

**MGT 488 - Leadership and Change (5)**

Given the rapidly changing external environment it is critical that organizations understand the necessity of change. This course assists students in identifying variables that may trigger the need for change. Recognizing the leadership skills necessary to design implement and evaluate change initiatives will be addressed. Building strong communication plans, and strategies to address resistance to change are also covered. Prerequisite(s): Junior standing and minimum of two management courses or consent of the CMB Admission Team. This course can be taken as part of the concentration in Leadership or independent of the concentration. 5 quarter hours

**Distribution: Business Elective.**

**MGT 489 - Contemporary Issues in Leadership (5)**

This course explores current and emerging issues in leadership. Identified by the popular press, industry leaders, business practitioners, and academics, these issues hold significant implications for organizations, organizational leadership, and society. Through a discussion-intensive format, students will critically examine a broad range of contemporary topics, such as gender, ethics, technology, and a variety of current workforce trends. Prerequisite(s): Junior standing (90 QH) and a minimum of two management courses. Co-requisite(s): None. 5 quarter hours

**Distribution: Business Elective.**

**MGT 490 - Independent Study (1 TO 4)**

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.

**MGT 495 - Special Topic (1 TO 6)**

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 MGT 495 courses that can be applied to the degree, although each topic may be taken only once.) 1-6 quarter hours.

**MGT 498 - Entrepreneurship Laboratory (5)**

This course provides students with an opportunity to apply their entrepreneurship skills to a hands-on project. Working in teams, students will identify, assess, and select an idea for a product or service, draft a business plan, create a prototype and pitch their product or service to a jury. Alternatively, students will identify a real-world organizational problem and design an entrepreneurial solution to the problem that addresses constraints faced by a business, non-profit, or government organization, presenting their formal proposal to the organization's principals. Prerequisite(s): At least two out of the following three courses: MGT 476, MGT 484, or MGT 477, permission of the Program Chair/Director, College Dean, or designee. Co-requisite(s): None. 5 quarter hours

**MGT 500 - Contemporary Marketing Issues (3)**
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

MGT 508 - Current Practices in Human Resource Management (4)

This course examines current trends, practices and issues in human resources management and development and provides for the systematic integration of the knowledge and skills learned in the Master of Science in Human Resource Management and Development (MS-HRM&D) program. The following functions are explored in an integrated, organizational context: human resource planning; employee selection, placement and retention; employee training and development; organizational development/behavior/change; compensation and benefits; employee and labor relations and associated legal issues and management practices.
Prerequisite(s): Admission to the HRMD Program. MGT 509, MGT 533, MGT 521, MGT 541, MGT 513, MGT 520, MGT 515, MGT 540. Co-requisite(s): None. 4 semester hours

MGT 509 - Human Resources Planning (4)

This course explores the role of the Human Resource Manager in planning and designing a productive work environment. The following personnel concepts and competencies are covered: human resource planning and forecasting; recruitment, selection and retention practices; compensation; performance management; employee relations; the legal and regulatory aspects of human resource decision making. Prerequisite(s): Admission to the HRMD Program. Co-requisite(s): None. 4 semester hours

MGT 513 - Total Compensation Systems (5)

The Total Compensation Systems course is designed to provide the students with an understanding of compensation (pay and benefits) philosophies, strategies and methodologies. Total compensation systems include salaries and wages, incentive awards and bonuses, long-term income and set-asides, stock/thrift plans and profit/gain-sharing options, and other benefits. Students will learn how systematically developed compensation packages are implemented and effectively managed. Students will also learn the importance of compensation management to improved organizational productivity and employee performance. Prerequisites: None; 5 Semester Hours

MGT 515 - Training and Development: Systems and Practices (4)

This course focuses on the nature and growth of organizational training systems and the application of employee training and development as an organizational development intervention. There is an emphasis on a systematic approach to the development of effective training programs which includes the assessment of organizational needs, performance outcomes as an integral piece of performance improvement initiatives. Additionally, students will examine methods for evaluating training programs or courses, and explore techniques for evaluating participant reactions, learning, behavioral changes and training process improvements. Prerequisite(s): Graduate Standing 4 Semester Hours

MGT 520 - Performance Analysis and Productivity Measurement (4)

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

MGT 521 - Recruit/Selection/Retention (3)

This course examines the criteria and techniques required in the effective recruitment and selection of employees. This course is designed to focus on preparing the human resources professional/manager to implement sound and lawful hiring practices such as the development of job analyses, recruitment strategies and selection techniques to include resume screening, testing and interviewing candidates, selecting the best candidate, Internet as a recruiting tool, offering employment and placing the candidate in the organization.
Prerequisite(s): Graduate Standing 3 Semester Hours

MGT 523 - Analytical and Writing Skills for Managers (0)

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.

MGT 533 - Organizational Behavior and Development and Change (5)

This course explores traditional perspectives and current issues in Organizational Behavior (OB), Organizational Development (OD) and Change Management. The course explains and applies organizational behavior theories on the individual, work group, and organizational-wide levels in analyzing and solving organizational challenges by using appropriate OD techniques. It approaches OD and Change Management as a diagnostic process of
planned change based on OB concepts. The growing role of the HR professional is emphasized.

Prerequisites: Graduate Standing. 5 semester hours

**MGT 540 - Labor and Management Relations (4)**

This course examines the growth of unions, their impact on employment activities, the development of management union relations, and the legal basis of union-management negotiations. Emphasis will be placed on determining management strategies for collective bargaining, union history, labor law, how to cost out a labor contract, bargaining process techniques, new emerging forms of union-management relationships, and the preservation of Non-Union relationships. Prerequisites: None; 4 Semester Hours

**MGT 541 - Employee Relations and the Law (3)**

This course deals with various aspects of employee relations and their legal ramifications. Included in the course are such topics as: equal opportunity and affirmative action issues, employee discipline and termination, performance appraisals administration and other employee relations issues such as employee morale and productivity, health, safety, security and organizational communications. Prerequisites: Graduate standing; 3 Semester Hours

**MGT 542 - Leadership Theory and Practice (3)**

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. [core] Prerequisite(s): none 3 semester hours

**MGT 543 - Leadership Assessment in Organizations (3)**

While examining historical and contemporary leadership theories and practices, students assess their own leadership strengths and challenges and create a development plan to improve their interpersonal and organizational effectiveness. Prerequisite(s): Admission to the Leadership Certificate or MSM program 3 semester hours

**MGT 544 - Effective Problem Solving and Decision Making (3)**

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. [core] 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 MGT 543, Assessment of Leadership in Organizations. 3 semester hours

**MGT 545 - Organizational Analysis (3)**

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. [core] Prerequisite(s): The course builds on the skills learned in the MGT 544 - Effective Problem Solving and Decision Making, and MGT 552 - Practicum in Proposal Development for Organizational Improvement. 3 semester hours

**MGT 546 - Organizational Design and Innovation (3)**

Building on the principles and techniques of organizational analysis, students explore the role of the leader as change agent and critically examine the concepts of change and innovation as ongoing processes for organizational renewal. Students investigate and apply methods of shaping the innovative organization of tomorrow by evaluating major elements of organizational design--structure, business processes, roles, responsibilities, work assignments, equipment/technology, information flow, and interaction. They also learn to apply concepts and techniques of organizational development to determine the need for change, to plan for change, to implement change, and to measure improvement as a result of change. Prerequisite(s): Admission to the Leadership Certificate or admission to MSM program. 3 semester hours

**MGT 547 - Ethical Practices of Leaders (3)**

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

MGT 548 - Practicum Leadership Development (1 TO 3)

Building on their individual assessments in MGT543 and their experiences in Effective Problem Solving, students engage in a series of structured leadership development activities over the five-month duration of this course. These include increasing skills in an area of emotional intelligence and in three self-chosen leadership dimensions through reading, action, and reflection. Learning is documented in a series of brief, reflective "Leadership Development Reports." Students work independently and through feedback from their professor, meeting as a group only twice--at the beginning and at the end of the course. Prerequisite(s): Graduate standing 1-3 semester hours

MGT 549 - Organizational Communication (3)

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

MGT 551 - Leadership and High Performance Teams (3)

Students explore methods for optimizing team effectiveness in organizations. Particular emphasis is placed on the leader's role in the development and management of high performance teams. Through a major course project, students observe, participate in, and evaluate teams, both at their workplaces and in class. Prerequisite(s): Admission to CMB's post-baccalaureate Certificate in Leadership; Admission to the Master of Science in Management (MSM) Program. 3 semester hours

MGT 552 - Practicum in Proposal Development (1 TO 3)

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 1-3 semester hours

MGT 553 - Strategic Leadership in Organizations (3)

Strategy-making is the on-going, participatory process that maintains an organization's strategic focus with maximum flexibility and adaptation to changing environmental demands. Strategic leaders manage the strategy-making choices within organizations. As both art and science, strategic leadership requires analytical, intuitive, and innovative thinking. In this course, students sharpen analytical skills by conducting an organizational strategy audit and examining relationships in the different phases of a dynamic strategic management process. Prerequisite(s): Admission to CMB's graduate Leadership Certificate; Admission to the MSM. 3 semester hours

MGT 580 - Workshops (1 TO 4)

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

MGT 594 - Independent Study (1 TO 4)

Provides graduate students in degree or certificate programs an opportunity to pursue advanced scholarly study in special areas where they seek further information or to investigate a practical problem in their area of professional interest. Special forms, obtained in the Registrar's Office, must be completed and are required for registration. 1-4 semester hours

MHA - Master of Health Services Administration

MHA 500 - Introduction to Health Services Administration (1)

This course introduces students to the MHA program. Students are introduced to the different topics and courses presented in the MHA program and become familiar with the learning outcomes of the courses and the MHA program. In this course, students will
also become familiar with academic research methodologies by using the NLU Library resources and the Internet. Students will additionally have an opportunity to explore their employment skills, health care occupations, and their career paths as part of this course. Pre-requisite(s): Admission to the Masters in Health Services Administration program. This is a pre-requisite course for all the other MHA courses. Co-requisite(s): None. 1 semester hours

**MHA 505 - Health Care Origins, Policies and Trends (3)**

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. This course also 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. Pre-requisite(s): MHA 500. Co-requisite(s): None. 3 semester hours

**MHA 508 - Ethical and Legal Issues in Health Care Administration (3)**

This course will introduce the student to ethical and legal theories associated with the administration of health care organizations. The rights and duties of the organization to its stakeholders, both internal and external, as well as to health care recipients, will be examined. The rights and duties examined will focus on four perspectives: political, social, ethical, and legal perspective. Major issues to be analyzed will be: leadership; employer and employee-rights; occupational safety; patient safety; environmental issues; and social responsibility. A variety of administrative case study decision-making techniques will be used in the analysis and solving of administrative issues related to the administration and delivery of health care services. Pre-requisite(s): MHA 500, and MHA 505. Co-requisite(s): None. 3 semester hours

**MHA 510 - Origins of Health Care Delivery Systems (3)**

This course provides a survey of the historical, economic, social, technological and philosophical forces that have shaped our current health care delivery models and systems. The impact of governmental and non-governmental regulation will be introduced. Students use the current literature to explore and analyze recent changes. Prerequisite(s): Admission to the M.H.A. program 3 semester hours

**MHA 511 - Health Care Policies and Trends (3)**

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): MHA 510. 3 semester hours

**MHA 512 - Health Care Management (3)**

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. Pre-requisite(s): MHA 500. Co-requisite(s): None. 3 semester hours

**MHA 520 - Patient Care Operations (3)**

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. Evaluation metrics/processes/methods such as customer service, quality of clinical service outcomes and financial outcomes as they impact patient operations 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. Pre-requisite(s): MHA 500. Co-requisite(s): None. 3 semester hours

**MHA 521 - Managerial Accounting in Health Care (3)**

This course introduces the concepts, conventions and terminology of accounting and finance as applied in health care organizations. Students will identify the role of finance in health care applications, compare balance sheets, income statements, and statements of cash flow in financial statement analysis, and apply financial ratios and benchmarking as analysis tools for decision making. Cost determination and behavior, profit analysis, plus cost allocation are examined as management accounting tools. Advanced managerial accounting and financial analysis techniques including multiple pricing strategies, planning and budgeting, variance analysis, standard costs, time value analysis and risk return models are also developed. The importance of outcome evaluation as a parallel consideration in decision making is emphasized throughout the
course. Prerequisite(s): MHA Term 1 courses 3 semester hours

**MHA 522 - Health Care Business Operations (3)**
This course surveys common health care business operations including patient registration certification, billing, insurance, collection, materials management, medical records, legal affairs, utilization review and discharge planning. Capitation contracts and other alternative payment systems are introduced. The business implications of alternative medical staffing models are also examined. Prerequisite(s): MHA Term 1 courses 3 semester hours

**MHA 525 - Health Care Economics (3)**
This course provides an overview of micro- and macro-economic principles and provides an opportunity for analysis of the economic aspects of health care policy. This course also will look at issues related to the efficiency, effectiveness, and value of health care services. Additionally the course will review the consumption of health care services in the United States and other countries. Health related behaviors as it relates to the economics of health care will also be explored. Pre-requisite(s): MHA500, MHA505, MHA508, MHA512, MHA520, and MHA522. Co-requisite(s): None. 3 semester hours

**MHA 527 - Health Care Finance (3)**
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 administrative accounting tools. Administrative accounting and financial analysis techniques including, planning and budgeting, variance analysis, standard costs, time value analysis and risk/return models are also developed. Students evaluate capitation contracts (and/or other alternative payment systems) to predict financial and service level consequences. Pre-requisite(s): MHA500, MHA505, MHA508, MHA512, MHA520, MHA522, and MHA525. Co-requisite(s): None. 3 semester hours

**MHA 530 - Health Care Economics and Finance (3)**
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

**MHA 531 - Health Care Information Systems (3)**
This course presents the fundamentals of acquiring, processing disseminating and applying health care information to support routine operations, problem solving, decision making, and strategic analysis to achieve a competitive advantage. The management of information technology, special characteristics of patient information and the importance of integrating clinical, operational and financial systems will be considered. Ethical and legal considerations of handling patient data will be reviewed. Prerequisite(s): MHA Terms 1 and 2 courses 3 semester hours

**MHA 532 - Human Resources in Health Care (3)**
This course examines the fundamental components of the employment process and the essentials of labor law as applied in health care organizations. A primary focus is the development of positive employee relations through appropriate salary administration, improving organizational performance, employee orientation training and education and competency assessment. Labor-management relations, the organizing process, collective bargaining, negotiating skills and labor contract administration will be analyzed and practiced. Special considerations of dealing with a large number of professional employees will be addressed. Prerequisite(s): MHA Terms 1 and 2 courses 3 semester hours

**MHA 540 - Marketing in Health Care (3)**
This course explores the dramatic transformation of the health care industry and the demands for effective marketing. It presents the fundamentals of marketing as practiced within health care organizations and explores the Web’s impact and how it alters today’s marketing approaches. A primary focus is building customer satisfaction through quality, service, and value. Market oriented strategies are developed through analysis of consumer and 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 are examined. Pre-requisite(s): MHA 506, MHA 505, MHA 508, MHA 512, MHA 520, MHA 522, MHA 525, MHA 527, MHA 531, and MHA 532; or approval by Program Chair or designate. Co-requisite(s): None. 3 semester hours
MHA 541 - Strategic Management in Health Care (3)
This course presents the methodology for strategic examination of health care organizations. Organizational mission, 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 500, MHA 505, MHA 508, MHA 512, MHA 520, MHA 522, MHA 525, MHA 527, MHA 531, MHA 532, AND MHA 540; or approval by Program Chair or designate. 3 semester hours

MHA 550 - Colloquium in Health Services Administration (3)
This course offers an intensive experience to reinforce student understanding and application of core information, concepts and procedures presented throughout the program. It is the culminating activity for the program. The students develop and present the outcomes of an applied case study on a topic related to health care service, and/or product delivery, and administration. Prerequisite(s): MHA 500, MHA 505, MHA 508, MHA 512, MHA 520, MHA 522, MHA 525, MHA 527, MHA 531, MHA 532, MHA 540, AND MHA 541; or approval by Program Chair or designate. Co-requisite(s): None. 3 semester hours

MHE - Mathematics Education
MHE 450 - Mathematics for Elementary and Middle School Teachers (3)
This is a mathematics course for prospective and in-service elementary and middle school teachers. It addresses the concepts of a comprehensive elementary and middle school mathematics curriculum through reasoning and problem solving in the areas of number and operations, algebra, geometry, measurement, data analysis and probability. Prerequisite(s): None. 3 semester hours

MHE 480A - Methods of Teaching Mathematics (4)
This course, intended for students preparing to become certified teachers (K-9), addresses methods, materials, and instructional issues in teaching mathematics in the elementary school. It is designed to help future teachers develop knowledge, skills, and beliefs that enhance their ability to teach mathematics to children. Prerequisite(s): Admission to National College of Education. 4 quarter hours

MHE 480B - Methods for Teaching Elementary Schools Mathematics (2)
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 participants develop knowledge, skills and beliefs (based on National Council of Teachers of Mathematics (NCTM) set of core beliefs) that will enhance candidates' ability to teach mathematics to children. Prerequisite(s): Admission to the M.A.T. program or consent of M.A.T. program director, ELE 500, EPS 511, six hours of appropriate college mathematics (college algebra level and above), approved by transcript review. Co-requisite(s): None. 2 semester hours

MHE 482 - Instructional Methods/Primary/Math and Science (2)
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): EPS 500A and Admission to the College of Education 2 semester hours

MHE 485 - Advanced Methods for Teaching Middle School Mathematics (3 OR 5)
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): MHE 480 or equivalent. 3 semester hours or 5 quarter hours

MHE 501 - Topics in Math for Teachers: Number Concepts & Operations in the Elementary & Middle School Math Cur (3)
This is a mathematics course for prospective and in-service teachers. It addresses number and operations as they occur in a comprehensive elementary and middle school mathematics curriculum using problem solving, reasoning, representations, connections and communication to understand the application of number to other areas of mathematics and the real world. Prerequisite(s): none. 3 semester hours

MHE 502 - Topics in Mathematics for Teachers: Algebra (3)
This course is designed to strengthen teachers' conceptual understanding of important ideas of algebra and to examine how they are best taught and learned. A problem-solving emphasis is used to study algebra from four perspectives (language and representation, functions, modeling, and structure)
and its applications in various contexts and branches of mathematics (number, geometry, measurement, data, and chance). This course will examine the use of technology in building understanding of algebraic concepts. Prerequisites: Intermediate Algebra. Students are expected to bring a graphing calculator.

3 semester hours

MHE 510 - Topics in Mathematics for Teachers: Geometry (3)

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: MHE 450 or equivalent, or holder of 03 or 09 certificate. 3 semester hours

MHE 511 - Topics in Mathematics for Teachers: Number Theory (3)

This course focuses on number theory content which is relevant to the school mathematics curriculum. Number theory is taught via a problem solving approach with connections to geometry, logic and probability. Explorations with and conjecturing about number patterns provide experiences from which students study various topics including: factors, primes, and prime factorization; counting techniques; greatest common factor (GCF) and least common multiple (LCM); divisibility; number patterns (e.g., Pascal's triangle, polygonal numbers, Pythagorean triples; Fibonacci numbers); Diophantine equations; remainder classes and modular arithmetic, iteration, recursion, and mathematical induction. Prerequisites: MHE 450 or equivalent; or consent of program advisor. 3 semester hours

MHE 512 - Topics in Mathematics for Teachers: Statistics and Probability (3)

Statistics and Probability is a study of reasoning under uncertainty using empirical information. This course will emphasize the thinking skills needed for developing an intuitive understanding of statistics and probability with a critical approach to their use. Practitioners will gain a strong sense of the importance of their applications to real world problems. Connections to other subjects in the curriculum will be explored. Knowledge will be developed using experimentation and the generation, investigation, and analysis of data. Prerequisite(s): MHE 450 or equivalent or consent of program advisor. 3 semester hours

MHE 523 - Perspectives on Exceptionality in Mathematics Learning (3)

Perspectives on Exceptionality in Mathematics Learning is taught with an emphasis on assessing the mathematical knowledge of students and providing appropriate experiences to allow them to advance as far as possible. Accommodations for the entire range of special needs in students are explored to enable teachers to provide differentiated experiences. These skills are developed through problem solving involving expansions in both directions including gifted, so all children are challenged. This course includes opportunities to map conceptual units that define the product of learning in topics like rational numbers, basic operations, problem solving, algebraic thinking, etc. for the span of learning abilities. Prerequisite(s): Certified teacher or consent of instructor 3 semester hours

MHE 550A - Early Intervention in Mathematics: Theory and Assessment (3)

The purpose of this course is to build students' knowledge of the theory, research base and practice of early intervention in mathematics. It will also include specific assessments for identifying a child's current level of mathematical understanding and some explicit application of the early intervention. Prerequisite(s): Teaching certification 3 semester hours

MHE 550B - Seminar in Math Intervention Assessment and Teaching (3)

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: MHE 550B 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 MHE 550A. 3 semester hours

MHE 582 - Workshop/Math Education/Topic (1 TO 6)

1-4 semester hours

MHE 584 - Workshop/Math Education/Curriculum Materials (1 TO 6)

1-4 semester hours

MHE 585 - Workshop/Math Education/Instructional Practices (1 TO 6)
1-4 semester hours

MHE 586 - Workshop/Students with Special Needs (1 TO 6)

1-4 semester hours

MHE 591 - Field Study Math Education (1 TO 6)

1-4 semester hours

MHE 593 - Seminar in Mathematics Education (3)

This seminar is a culminating experience that is designed to help teachers in the mathematics education program integrate their knowledge of historical, political, and socio-cultural perspectives on equity, and access, and excellence in the mathematics education begun earlier in the program. They will examine research and practice on professional development, leadership, and educational change as they relate to mathematics education. In addition, they will complete the research study begun in ESR 505. Prerequisite(s): ESR 505 Educational Inquiry and Assessment. 3 semester hours

MHE 594 - Independent Study/Math Education (1 TO 3)

1-3 semester hours

MLE - Middle Level Education

MLE 300 - Middle School: An Overview (5)

This course distinguishes middle level education history and philosophy and advocates relationships between the unique developmental characteristics of young adolescents (10-14 year olds) and young adolescent culture for appropriate interactive classroom experiences and middle level educational best practices. The course advances middle level educators to develop appropriate dispositions, strategies and knowledge for the multifaceted role as facilitator, guide, collaborator, reflective practitioner and young adolescent advocate while exploring young adolescent learning as a personal experience based on their Physical, Intellectual, Emotional, Social, Spiritual developmental characteristics (PIESS) embedded within each learner’s gender, cultural, socioeconomic, community, mass media popular culture (PLUS) understanding. Prerequisite(s): None. 3 semester hours

MLE 500 - Middle School: An Overview (3)

Candidates are challenged and empowered to be developmentally responsive middle level educators. Candidates develop current best middle level practices, competencies and instructional strategies. Candidates will advance their knowledge of the unique developmental characteristics and culture of young adolescents (10-14 year olds) and how these characteristics impact middle level education and teaching. The course distinguishes middle level education history, philosophy and practices as a distinct pedagogy from elementary and secondary education. Prerequisite(s): None. 3 semester hours

MLE 502 - Middle Level Curriculum (3)

Teacher candidates explore appropriate curricular models for young adolescent learners. Teacher candidates work individually and collaboratively to develop strategies for teaching and leadership in diverse middle level classrooms. Inquiry, creativity and critical thinking are encouraged through the infusion of fine and applied arts as well as production and use of technology. Teacher candidates learn strategies for differentiated instruction and assessment. Standards-based, content teaching and learning processes are addressed. Teacher candidates create curriculum that is challenging, exploratory, integrative and relevant for their students. Prerequisite(s): MLE 500. Co-requisite(s): None. 3 semester hours

MLE 582 - Workshop/Administration and Supervision (1 TO 6)

1 to 4 semester hours

MLE 584 - Workshop/Curriculum Practices (1 TO 6)

1 to 4 semester hours

MLE 585 - Workshop/Instructional Practices (1 TO 6)

1 to 4 semester hours

MLE 594 - Independent Study/Middle Level Education (1 TO 4)

The purpose of this independent study in Middle Level Education is to provide students with the opportunity to investigate in depth a topic, problem, or relevant issue. The topic should be of relevance to
their individual goals and professional aspirations as a middle level educator. Prerequisite(s): none 1-4 semester hours

PPA - Public Policy and Administration

PPA 500 - Foundations of Public Administration (3)

This course introduces students to the key theories, concepts and practices in the field of public administration. Students will learn about the history, traditions and controversies in the field; explore how politics and policy may interact effectively and examine the changing nature of public policy and administration in the U.S. Major topics include organizational theory and behavior, the role of bureaucracy in the political process, human resource management, and issues of discretion and accountability. Students will also explore their personal and professional commitment to public service. Pre-requisite(s): No prerequisites for graduate credit. Undergraduate credit as independent study. 3 semester hours

PPA 502 - Cross-Sector Policy and Collaboration (3)

This course examines theories and practices that policymakers and policy analysts utilize in developing and implementing policy. In the first half of the course, students will learn about the different types of organizations involved in public policy, including different levels of government, private sector, and non-profit organizations. Students will examine the public-private dichotomy, distribution of resources, and power dynamics. The second half of the course enlists case studies to examine community building, collaborative processes across sectors, and the challenges and opportunities of cross-sector collaboration. Pre-requisite(s): Co-requisite(s): None. 3 semester hours

PPA 505 - Urban Community Development (3)

This course provides an overview of community planning and urban development. The course focuses on the historical and contemporary relationships between urban social patterns, federal policies, and neighborhood initiatives. Students will examine factors that contribute to disparities in urban communities and the challenges of managing, planning and implementing policy across diverse groups. Students will analyze and evaluate how metropolitan development, proposed and implemented projects, and socio-political dimensions of community programs affect planning and development. Students will also examine initiatives in the Chicago metropolitan area and propose a planning initiative on a topic of the student’s choosing. Pre-requisite(s): PPA 500. Co-requisite(s): None. 3 semester hours

PPA 510 - Social Inequality and Social Change (3)

This course adopts a social justice framework to examine historical and contemporary systems of inequality. Students will investigate how these systems are intertwined with power and privilege; how various institutions contribute to the creation and maintenance inequality; how these systems are embedded in ideology, policy, and public/private discourse; and how people resist and transform systems of inequality to systems of liberation. Students will learn how constructs such as race, class and gender are experienced differently and how these experiences inform understandings of civil society. Students will also examine their social locations and how they are positioned within various social institutions. Pre-requisite(s): PPA 500. Co-requisite(s): None. 3 semester hours

PPA 512 - Professional Writing and Communication in Public Policy and Administration (3)

This course prepares students with the essential professional writing and communication skills in public policy and administration. Students will learn about the principle formats of public policy writing and communication, including backgrounders, white papers, one-pagers, talking points, Op-eds, memos, grant proposals, public hearings and presentations. Students will develop their writing skills through weekly writing assignments and hone their public speaking skills in formal and informal contexts. Pre-requisite(s): PPA 500. CO-requisite(s): None. 3 semester hours

PPA 520 - International Dimensions of Public Policy (3)

This course introduces students to international perspectives on policymaking. Through a combination of policy analysis, empirical research and case studies, students will examine approaches to public policy development and implementation in a number of industrialized societies. Readings and discussions address many topics, and may include: social welfare, education, maternity/paternity leave, immigration, sustainable development, economic development, finance and organizational management, and international aid. Students will collect, evaluate and analyze information and data to make systematic comparison between public policies in different societies. Pre-requisite(s): PPA 500. Co-requisite(s): None. 3 semester hours

PPA 530 - Contemporary Immigration in a Global Perspective (3)

This course examines contemporary theories of citizenship and immigration policies across a selection of political contexts. The course contextualizes the historical, political, and socio-economic factors that shape household migration
decisions, remittances, illegality and legality, and intergenerational dynamics, among other issues. Students will examine how humanitarian and law enforcement regimes have politicized immigration policy and how this politicization may facilitate and hinder immigrant incorporation in practice. As a class, students apply their theoretical knowledge in the examination of a particular immigration policy issue through qualitative and quantitative research. Pre-requisite(s): PPA 500. Co-requisite(s): None. 3 semester hours

PPA 532 - Gender in the Public Sector (3)
This course recognizes that gender must be addressed in public policy to achieve equality. Readings focus on how constructions of gender inform and are informed by civil society, political discourse, and economic and political structures. The course considers a range of theories and case studies, including: health care, child care, minimum wage, affordable housing, gender gaps in education, property rights, international migration, reproductive labor, and reproductive social justice. Using intersectionality as theory and method, students will pay specific attention to public sector policy initiatives that address gender inequality. Pre-requisite(s): PPA 500. Co-requisite(s): None. 3 semester hours

PPA 542 - International Public Service (3)
This course introduces students to international dimensions of public administration, including the institutions, organizations, and actors involved in international development. Students will learn key concepts and techniques in international public service and apply them to a series of in-depth case studies, examining the ways cultures, histories and political contexts shape public policy formation and implementation. Students will also examine and reflect upon the core tenants of effective leadership in the global public sector. Pre-requisite(s): PPA 500. Co-requisite(s): None. 3 semester hours

PPA 560 - Public Financial Administration and Budgeting (3)
This course introduces students to the fundamental principles and politics of public finance and budgeting at the national, state, and local levels. Students will examine the role of interest groups and government agencies on public finance, the nature of the budget process, the constraints under which public budgets are developed and implemented. Students will then focus on the local and state budgets and major spending areas, with an emphasis on the city of Chicago and state of Illinois. Students will also conduct a fiscal analysis of a critical public issue in Chicago or Illinois. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

PPA 565 - Methods 1: Quantitative Research Methods (3)
The field of public policy and administration increasingly demands evidence-based decision-making to address pressing social issues. The course will introduce students to quantitative research theories and methods used in the field of public policy, evaluating the utility and limitations of a range of methods. Students will be introduced to statistical software and conduct quantitative analyses on a substantive social issue using publicly available data. Pre-requisite(s): PPA 500, PPA 502, PPA 505, PPA 510 or departmental approval. Co-requisite(s): None. 3 semester hours

PPA 570 - Methods 2: Qualitative Research Design and Methodology (3)
This course introduces students to qualitative research methods essential to effective policy formation and evaluation. Students learn of various approaches to qualitative research including case study, narrative study, ethnography, grounded theory, and phenomenology. Topics include problem definition, research design, observation, interviews, content analysis, historical and archival research, and action research. Students will develop the skills necessary to design and conduct qualitative research and apply those skills is a study of their own design. Pre-requisite(s): PPA 500, PPA 502, PPA 505, PPA 510, PPA 565. Co-requisite(s): None. 3 semester hours

PPA 590 - Internship in Public Policy and Administration (2)
The internship enables students to integrate academic theory with experiential learning while working in a public or non-profit organization. In a placement of their choosing, students will consider concepts such as participation, citizenship, and democracy and reflect on what constitutes good policymaking, administration and management. Students will have supervised fieldwork, generate reflections, briefs and papers that make sense of the internship within the larger context of citizenship and social justice. Students are expected to work 20 hours per week for 10 weeks for 3 SH, 14 hours per week for 2 Sh, 7 hours per week for 1SH. Pre-requisite(s): PPA 500, PPA 502, PPA 505, PPA 510, PPA 565, PPA 570 or departmental approval. Co-requisite(s): None. 2 semester hours

PPA 593 - Public Policy and Administration Seminar (3)
This seminar implements a critical social justice and public policy framework to a capstone project. Students will complete a project and write a persuasive policy position paper that concentrates on a key concern in social policy. The project may come...
from an internship, work experience, or original research. Students are expected to demonstrate their mastery of skills, professional and theoretical knowledge, and data analysis through formulating and presenting the practical recommendations based on findings from their project. Pre-requisite(s): PPA 500, PPA 502, PPA 510, PPA 505, PPA 565, PPA 570, PPA 560, PPA 512 or department approval. Co-requisite(s): None. 3 semester hours

**PPA 595 - Special Topic in Public Policy and Administration (3)**

In-depth study of a contemporary public policy and administration topic. As the topic varies each term, students may register at most twice. Pre-requisite(s): PPA 500. Co-requisite(s): None. 3 semester hours

**PPA 599 - Master’s Thesis in Public Policy and Administration (3)**

The thesis is a formal written document which investigates a public policy and administration theory, a particular public policy case study, or the relationship between a public policy and/or public policy administration theory and a case study as the result of disciplined inquiry, under the supervision of a faculty member. Pre-requisite(s): PPA 500, PPA 502, PPA 510, PPA 505, PPA 565, PPA 570, PPA 560, PPA 512, or department approval. Co-requisite(s): None. 3 semester hours

**PPA 599X - Thesis Continuation (0)**

Continuous registration required until thesis is complete. Pre-requisite(s): Masters standing, consent of instructor, and prior registration for the required number of hours in PPA 599. Co-requisite(s): None. 0 semester hours

**RLD - Reading and Language, Doctorate**

**RLD 600 - Language, Linguistics and Literacy (3)**

This is an advanced course in reading that reflects historic and current research and theory of language acquisition, studies into linguistics and their relationship to literacy development. The topics include phonology, syntax, semantics, text analysis, and sociolinguistics. Pre-requisite(s): Doctoral standing and a course in language development, or consent of the instructor Co-requisite(s): None. 3 semester hours

**RLD 601 - Research in Early Literacy (Orthography and Word Recognition) (3)**

An advanced seminar in literacy that examines the research and theory on emergent literacy, the development of orthographic knowledge and word recognition and explores the influences on early literacy development. Prerequisite(s): Doctoral standing and a course in language development, or consent of the instructor. Co-requisite(s): None. 3 semester hours

**RLD 602 - Reading Comprehension: Research and Application (3)**

This advanced course develops students’ abilities to interpret and critically examine reading comprehension research. Students examine contemporary theoretical perspectives, read important historical and recent research studies, and learn to analyze research, thus, laying a foundation for deeper understanding and linking to instructional practices. Pre-requisite(s): Doctoral standing or permission of instructor Co-requisite(s): None. 3 semester hours

**RLD 604 - Current Issues in Literacy Research (2)**

This topical seminar is designed to provide students with some in--depth reflections on key issues of contemporary research in reading. Awareness of issues and arguments is developed as well as familiarity with seminal studies and their critical evaluation. Prerequisite: Advanced standing. 2 semester hours

**RLD 606 - Instruction and Staff Development in Reading and Language (3)**

This advanced course develops students’ abilities to interpret, critically examine, and evaluate recent scholarly and practitioner-based texts articulating reform in schools. Students examine contemporary theoretical and philosophical perspectives and arguments, as well as read and analyze relevant research, laying a foundation for deeper understanding of effective practices in leading change within school settings. Pre-requisite(s): Admission to NCE Doctoral Studies. Co-requisite(s): None. 3 semester hours

**RLD 607 - Theory and Research in Writing (3)**

This course is devoted to an exploration of current and historical research and theory in writing and the teaching of writing. Students examine research methods and paradigms; compare, contrast, and critique studies in written composition; address social, cultural and political issues; and review and synthesize research and theory on specific topics of interest in the field of writing research. Pre-requisite(s): Doctoral standing and a course in writing or consent of the instructor. Co-requisite(s): None. 3 semester hours

**RLD 690 - Advanced Internship in Literacy (1 TO 4)**

This field-based experience involves the participant in an applied problem-solving project related to literacy. Possible settings include classrooms, schools, the University, clinic or private sector where the
involvement may be in diagnostic/clinical processes, teaching, staff development, research, and publication. Participants take responsibility for defining a literacy-focused problem, planning and executing an approach, and evaluating and summarizing outcomes. Prerequisite: Advanced standing. 1-4 semester hours

RLL 478 - Quarter hours
requisite(s): Admission to the College of Education. 5
215 or equivalent   ECE 324 or equivalent
also be included. Current research along with the
constructive learning will be emphasized. Adapt
arts to young children. Play and the active nature of
Core Standards for teaching reading and language
Board of Education Early Learning and Common
instructional methods, materials and the Illinois State
Candidates in this course will apply literacy theor
RLL 330
requisite(s): None. 3 semester hours
Pre
Literature Area of Genera
of children's and adolescents' diverse needs, interests
environment as well as literature representing a range
group.  Attention is given to the preK
appropriate for the developm
identification, selection, and evaluation of high
preschool through adolescence.  Emphasis is on the
overview of trade books written for children from
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 the preK-8 literacy environment as well as literature representing a range of children's and adolescents' diverse needs, interests and backgrounds. Counts in the Humanities or Literature Area of General Education Requirements. Pre-requisite(s): LAE 102 or equivalent. Co-require(s): None. 5 quarter hours
Distribution: GenEd-Humanities Literature Elective.

RLL 220 - Children's Literature and the Literacy Learning Environment (5)

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 the preK-8 literacy environment as well as literature representing a range of children's and adolescents' diverse needs, interests and backgrounds. Counts in the Humanities or Literature Area of General Education Requirements. Pre-requisite(s): LAE 102 or equivalent. Co-require(s): None. 5 quarter hours

RLL 479 - Literacy Methods I: K-4 (3)

This course introduces key issues in early literacy research and instruction. Students will engage in discussion of and planning for differentiated instruction in all the language arts (reading, writing, listening, speaking, viewing and visual representation). Reading and writing will be taught as mutually supportive, holistic processes. Students will learn about instructional strategies and materials appropriate for emergent, beginning and early fluent readers. Prerequisite(s): Admission to NCE, Elementary Education program. 3 quarter hours

RLL 474 - Independent Study/Reading and Language (1 TO 3)
1-3 semester hours

RLL 695 - Current Issues in Literacy Research (3)
This topical seminar is designed to provide students with some in-depth reflections on key issues of contemporary research in literacy. Awareness of issues and arguments is developed as well as familiarity with seminal studies and their critical evaluation. Pre-requisite(s): Master's Degree or equivalent study in literacy or permission of instructor. Co-requisite(s): None. 3 semester hours

RLL 480A and SCE 480A. 3 quarter hours
MHE 480A. Co-
Admission to National College of Education; A grade of C or better in RLL 478, ELE 410, ELE 415 and MHE 480A. Co-requisite(s): ELE 420, ELE 425, CIS 480A and SCE 480A. 3 quarter hours

RLL 520 - Survey of Youth Literature, PreK-12 (3)
This introductory course provides an overview of trade books written for PreK-12 youth. Emphasis is on the identification, selection, and evaluation of high quality literature in different genres and formats, as appropriate for the developmental stages of each age group. Literature representing a range of diversity is introduced, including: ethnicities, races, cultures, and languages; global understandings; different abilities (exceptionalities, disabilities, gifts and talents); and gender representation and sexual orientation. The course also introduces online database resources, Web 2.0 tools, and professional organizations related to youth literature. Leadership in the development of literacy environments, curriculum with trade books, and coaching abilities are also important course components. Pre-requisite(s): Graduate standing. Co-requisite(s): None. 3 quarter hours

RLL 522 - Adolescent Literature (2 TO 3)
This course is designed to provide an overview of young adult literature for ages 12-18 with an
emphasis on the evaluation, selection, and implementation of books and other literary resources in middle and high school classrooms and library programs. It explores standard selection criteria for print and nonprint materials in all formats. The course also focuses on gender-fair, multicultural, international, and "classic" materials, as well as texts for students with special needs and abilities. The implementation of adolescent literature in the classroom will also be explored. NOTE to be applied to course in the online schedule: Students may only register for one semester hour online. Students will need to send a note to the Registrar’s Office from their NLU student email account, asking to be registered for the additional one semester hour. Prerequisite(s): Basic children's literature course such as RLL520 within the last five years or consent of instructor. 2-3 semester hours

RLL 523 - Storytelling (2)

This course focuses on the art of storytelling in the classroom and library as a means of developing children's interest in literature and other content areas of the curriculum. Candidates will develop knowledge of appropriate story sources and program planning, as well as practice telling stories orally, and through the use of aids such as puppets, storyboards, and music. The course also highlights various aspects of diversity in relationship to storytelling, namely, gender representation, and multicultural and international stories. Prerequisite(s): None, although some familiarity with techniques for working with groups of children and with children's literature is desirable. 2 semester hours

RLL 528 - Diverse Perspectives in Youth Literature, PreK-12 (3)

This course provides in-depth study of high quality PreK-12 literature representing marginalized, oppressed, and under/unrepresented communities in the U.S. and abroad. It emphasizes selection, critical analysis, discussion, and classroom use of literature by and about people of diverse ethnic, racial and linguistic backgrounds. Other foci include representations of gender, sexual orientation, differing abilities, socio-political aspects, religion, and regional lifestyles. Guidelines for selecting/evaluating texts in traditional, audio, and digital formats are provided, and for texts that are translated, bilingual, or in global languages. The course fosters the use of digital resources and social networking with literature, while also developing literacy leadership conducive to curricular transformation and social action/change. Prerequisite(s): Graduate standing; RLL 520 or equivalent entry-level children's literature course. Co-requisite(s): None. 3 semester hours

RLL 529 - Teaching through Informational Books K-12 (1 TO 2)

Participants will explore a wide variety of informational texts that can be used in educational settings including high-quality, diverse, and developmentally appropriate books, Web sites, and magazines for children and adolescents (K-12). Defining characteristics and criteria for evaluating these texts for accuracy, authenticity, organization, format, design, and writing style will be shared and discussed as well as teaching with these texts to meet the Illinois Learning Standards. Elements of a thematic unit will be presented and participants will have the opportunity to demonstrate understanding of how to plan a unit that includes teaching students how to think critically about these texts. Prerequisite(s): Basic children's literature course such as RLL 520, or consent of instructor. 1-2 semester hours

RLL 533 - Language Development and Variation (2)

This course involves the study of spoken language including language acquisition, functions and structure, variation across cultures and social groups, and classroom discourse. Students will examine linguistic factors affecting classroom instruction, as well as the growing influence and possibilities of technology in this area. Implications for classroom instruction in language arts will be highlighted. Prerequisite(s): none 2 semester hours

RLL 535 - Foundations of Emergent Literacy (3)

Candidates in this course will both apply and align literacy theory to instructional methods, materials and the Illinois State Board of Education Early Learning and Common Core Standards for teaching reading and language arts to young children. Play and the active nature of constructive learning will be emphasized. Differentiation for diverse learners will also be included. Current research along with the Internet sites related to emergent literacy will be examined. Ten pre-clinical hours are required as part of the course. Prerequisite(s): Admission to the ECE MAT program. Co-requisite(s): None. 3 semester hours

RLL 537 - Early Literacy Methods PreK-3 (3)

Introduces key issues in early literacy research and instruction (PreK-3). Students will engage in discussion of and planning for differentiated instruction in all the language arts (reading, writing, listening, speaking, viewing and visual representation). Reading and writing will be taught as mutually supportive, holistic processes. Students will learn about instructional strategies and materials appropriate for emergent, beginning and early fluent readers. Prerequisite(s): Admission to the Early
RLL 538 - Literacy Methods: K-4 (1 TO 2)
This course introduces key issues in literacy methods, research, and instruction. Candidates will engage in discussion of and planning for differentiated instruction in all the language arts (reading, writing, listening, speaking, viewing, and visual representation). Reading and writing will be taught as mutually supportive, holistic processes. Candidates will learn about instructional strategies and materials appropriate for teaching reading in grades K-6. Prerequisite(s): Admission to NCE Elementary Education program. Co-requisite(s): None. 1-2 semester hours

RLL 539 - Literacy Methods II: Grades 5-9 (2)
This course introduces key issues in the development of strategic reading and writing of both narrative and informational texts. Students will become familiar with theoretically sound, research-based instructional strategies for the teaching of advanced and content-area reading and writing. Prerequisite(s): Admission to the Elementary Education M.A.T. Program, RLL 538, ELE 500, and EPS 511. 2 semester hours

RLL 540 - Methods and Materials for Teaching Reading and Language Arts: Alternative Certification (3)
This course is designed for students in the Elementary Education Alternative Route for Certification Program. Integrated approach to recent developments in theory, curriculum, methods and materials for literacy instruction (reading and language arts) in elementary school (K-9). Students are required to complete 18 clock hours of field experience which will be arranged by methods instructor as well as 25 hours in one classroom while enrolled in this class where they will develop models for teaching and learning. 3 semester hours

RLL 559 - Comprehensive Literacy Model for School Improvement (2)
This course provides an introduction to a systematic method for using literacy as a tool for continuous school improvement. Participants will review a comprehensive framework for developing and sustaining professional learning communities focused on differentiating instruction and assessment based on systematic observation of student responses. Effective teaching decisions supported by mentoring and coaching will be examined. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

RLL 560A - Reading Recovery Practicum I (3)
This is the first course in a three-part series for preparing school based intervention teachers according to the standards and guidelines of the Reading Recovery Council of North America. Emphasis is on learning how to use the instructional framework and procedures for Reading Recovery 30-minute individually designed lessons for children who struggle with beginning literacy learning. It includes differentiation of instruction for young children of diverse cultures, languages and learning styles. Daily tutoring of four at-risk first grade children is required while enrolled in this course. Prerequisite(s): Must be employed in a school implementing Reading Recovery and consent of the instructor. 3 semester hours

RLL 560B - Reading Recovery Practicum II (2)
This is the second course in a three-course series for preparing school based intervention teachers according to standards and guidelines of the Reading Recovery Council of North America. The course emphasizes adapting the instructional framework and procedures used in the Reading Recovery 30-minute daily tutorials for children who struggle with beginning literacy learning. There is a strong focus on differentiation of instruction for young children of diverse cultures, languages and learning styles. Daily one-to-one tutoring of four first grade children is required while enrolled in this course. Prerequisite(s): Must be employed in a school implementing Reading Recovery, successful completion of RLL 560A and consent of the instructor. 2 semester hours

RLL 560C - Reading Recovery Practicum III (2)
This is the third course in a three-course series for preparing school based intervention teachers according to standards and guidelines of the Reading Recovery Council of North America. The course emphasizes adapting the instructional framework and procedures used in the Reading Recovery 30-minute daily tutorials for children who struggle with beginning literacy learning. There is a strong focus on differentiation of instruction for young children of diverse cultures, languages and learning styles. Daily one-to-one tutoring of four first grade children is required while enrolled in this course. Prerequisite(s): Must be employed in a school implementing Reading Recovery, successful completion of RLL 560A and RLL 560B and consent of the instructor. 2 semester hours

RLL 560F - Special Topics/Language Arts (3 OR 5)
3 semester hours

RLL 561A - Teacher Leader of Early Literacy Practicum I (3)
Teacher leader candidates will develop expertise in administering, scoring, and interpreting diagnostic assessments, in designing and delivering
individualized literacy lessons for low achieving diverse learners in the primary grades while collaborating with teacher teams and school administrators in an elementary school setting. Candidates will receive and respond to coaching visits within a supervised practicum. They will tutor children using an individually designed literacy lesson framework, collect and analyze individual student data and response to instruction in order to develop an in-depth understanding of early literacy learning. Enrollment in this course requires school partnership agreement with NLU Reading Recovery Center for Literacy. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours

**RLL 561B - Reading Recovery Practicum for Teacher Leaders Part II (3)**

Mid-year supervised application of Reading Recovery. This is the second course in a three-course series preparing school district based teacher leaders. Emphasis is on the instructional framework and procedures used in the 30-minute daily tutorial as an early intervention for children who struggle with beginning literacy learning and differentiation of instruction for particular children from diverse cultures, languages and learning styles. This course continues to prepare teacher leaders with an in-depth understanding of Reading Recovery from the perspective of an instructor. Daily tutoring of four first grade children is required while enrolled in this course. Prerequisite(s): Successfully completed RLL 561A, admission to Reading Recovery Teacher Leader Training course series, earned master degree in education and approval of Illinois Reading Recovery Center Director. 3 semester hours

**RLL 561C - Reading Recovery Practicum for Teacher Leaders Part III (3)**

The advanced practicum in the instructional procedures of the Reading Recovery intervention. This is the third course in a three-course series preparing school district based teacher leaders who will provide training in their home districts. There is an emphasis on analyzing and experiencing the role of professional development provider. Structured field experiences and daily tutoring of four first grade children is required while enrolled in this course. Prerequisite(s): Successfully complete both RLL 561A and RLL 561B, admission to Reading Recovery Teacher Leader Training course series, earned master degree in education and approval of Illinois Reading Recovery Center Director. 3 semester hours

**RLL 562 - Reading Recovery: Research on the Acquisition of Literacy (3)**

The first in a three-course sequence that examines research related to the acquisition of literacy, including the development of oral language and its relation to reading and writing. Emphasis in the first course is on relating key features of Reading Recovery instruction to research on the basic cognitive processes implicated in the acquisition of reading and writing. Prerequisite: Consent of the instructor. 3 semester hours

**RLL 563 - Instructional Models, Practices and Theories of Literacy Development (3)**

Teacher leader and instructional coach candidates will study models and theories of interdisciplinary literacy development and instructional implications along a continuum from early childhood through high school and adult learning. Through clinical experiences, candidates will facilitate school teams in making evidence based decisions informed by assessments, explore research related to developing self-regulated learners, and practice creating social contexts responsive to individual student differences. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**RLL 564 - Reading Recovery: The Classroom and Social Context for Literacy Development (3)**

The third in a three-course sequence that examines the research related to the acquisition of literacy. Emphasis in the third course is on the classroom and social contexts of literacy acquisition with particular attention to the effects of these contexts on students. Prerequisite: Consent of the instructor. 3 semester hours

**RLL 565 - Introduction to Literacy Instruction for Diverse Learners (2)**

This course provides an introduction to comprehensive instructional models, methods and frameworks for teaching reading and writing to diverse learners within K-12 settings. The course emphasizes professional collaborations aiming to align supplemental instruction with core curriculum. Participants will examine a systematic model for evaluating instruction and problem-solving methods. Diagnostic assessments and portfolios for monitoring individual student responses to instruction will be introduced. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

**RLL 566A - Teacher Leadership: School Change Seminar I (3)**

Participants in this course will develop knowledge and required to fulfill the complex role of teacher leader. They will practice coaching teachers in a school setting while acquiring team facilitation and problem solving skills related to school improvement and effective instructional processes. They will interact with school leaders at school sites to broaden and deepen their understanding of how to support and facilitate teacher learning. The course includes a
supervised clinical internship in the field. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

RLL 566B - Reading Recovery: Seminar in Teacher Leadership (2)

The second in a three-course sequence providing practicum experience in training and supervising Reading Recovery Teachers. Emphasis is on exploring three main aspects of the Teacher Leader Role: presenting the Reading Recovery procedures, leading discussion focused on direct observation of teacher and child behaviors, and making site visits to Reading Recovery teachers. Prerequisite: Consent of the instructor. 2 semester hours

RLL 566C - Reading Recovery: Seminar in Teacher Leadership (2)

The third in a three-course sequence providing practicum experience in training and supervising Reading Recovery Teachers. Emphasis is on exploring three main aspects of the Teacher Leader Role: presenting the Reading Recovery procedures, leading discussion focused on direct observation of teacher and child behaviors, and making site visits to Reading Recovery teachers. Prerequisite: Consent of the instructor. 2 semester hours

RLL 568A - Literacy Instructional Designs for Diverse Learners Practicum I (2)

The course focuses on methods for differentiating instruction for students in general education, special education, and English language settings. Participants will practice organizing, delivering, and assessing small group literacy instruction for students who experience difficulty with reading and writing competency within the K-12 school setting. Prerequisite(s): RLL 565. Co-requisite(s): None. 2 semester hours

RLL 568B - Reading and Writing Interventions Practicum II (2)

This course is the second practicum in a two-part series. Focus is on an advanced study of intervention models for K-12 students having difficulty with reading and writing. Practicum students will implement a research-based intervention model in a school setting, collect data, and prepare intervention portfolios. The course will include techniques for using intervention team meetings, collaborating with teachers across intervention programs, and using assessments to monitor student literacy progress. Practicum occurs in a school setting. Prerequisite(s): RLL 568A. Co-requisite(s): Certified teacher currently employed within a K-12 school setting with Reading Recovery implemented in the elementary and/or its feeder school. 2 semester hours

RLL 569 - Early Literacy Assessment (2)

Course participants will learn how to administer, score, and interpret records of oral reading, Marie Clay’s *Observation Survey of Early Literacy Achievement* and *The Record of Oral Language* in English or Spanish. These assessments are appropriate for children between the ages of five and about nine years. Prerequisite(s): Certified teacher currently working in a school setting and permission of instructor. Co-requisite(s): Certified teacher currently employed within a K-12 school setting with Reading Recovery implemented in the elementary and/or its feeder school. 2 semester hours

RLL 570 - Literacy Coaching School Improvement (3)

This course focuses on the role of the literacy coach as an agent of change within a continuous school improvement model. There is an emphasis on carefully crafted coaching cycles with individual, teacher teams, and school-based professional development designed to bring about improvement in teaching, literacy instruction, and student achievement. Prerequisite(s): RLL 559 or approval of the instructor. Co-requisite(s): Certified teacher and full time literacy coach currently within a K-12 school setting with Reading Recovery implemented in the elementary and/or its feeder school. 3 semester hours

RLL 583 - Workshop/Literacy/Contemporary Issues (1 TO 6)

1-4 semester hours

RLL 584 - Workshop/Literacy/Programs and Materials (1 TO 6)

1-4 semester hours

RLL 585 - Workshop/Literacy/Instruction (1 TO 6)

1-4 semester hours

RLL 586 - Workshop/Literacy/Instruction (1 TO 6)

1-4 semester hours

RLL 587 - Workshop/Literacy/Staff Development (1 TO 6)

1-4 semester hours

RLL 593 - Seminar in Language Arts/Literature/Library Education (2)

This culminating course of Language Arts, Literature, and Library Education offers candidates a capstone experience to integrate their learning. Embedded within this process is a focus on reflection while reviewing growth and identifying areas for continued learning. Emphasis is on the reading, critique, and synthesis of current research and evaluation of practice as candidates engage in action research. Ultimately, they will prepare a plan for continued...
professional development and service to the profession beyond the completion of their degree. Students completing the school library information specialist course sequence will be directed to take this course as 2sh. Pre-requisite(s): Consent of program director, completion of ESR 505 and of program courses. Co-requisite(s): None. 2 semester hours

RLL 594 - Independent Study/Language Arts (1 TO 3)
1-3 semester hours

RLL 595 - Special Topics/Language Arts (1 TO 6)
1-4 semester hours

RLR - Reading and Language, Reading

RLR 501 - Teaching Beginning Literacy (3)
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. Differentiated instructional approaches for learners of diverse cultures, languages, and learning styles are introduced. Prerequisite(s): Pre-service literacy methods class. 3 semester hours

RLR 502 - Teaching Comprehension and Content Area Reading (3)
This course introduces theories and models of comprehension and implications of these for the teaching of reading comprehension across grades K-12. 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(s): RLR 541, RLR 501, and either RLR 520 or RLR 528 (or the equivalent). Co-requisite(s): None. 3 semester hours

RLR 503 - Teaching Content Area and Advanced Reading (3)
Candidates in this course will focus on the development of mature reading for their students, particularly reading to learn from expository text materials, digital texts and other media. The course also centers on teaching methods that develop strategic reading of informational texts, together with research and study skills. The ways that middle and secondary schools can best provide such reading instruction across the curriculum will be considered. 3 semester hours Prerequisite(s): An undergraduate or graduate literacy methods course such as RLL 480A, RLL 538/539 or consent of instructor.

RLR 510 - Diagnosis and Assessment of Reading (3)
This course introduces a framework for understanding reading difficulty and its assessment and diagnosis. Candidates 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 identify and assess primary, elementary, middle and secondary students. Prerequisite(s): RLR 501 or its equivalent post-certification course in beginning reading. This course on reading diagnosis assumes knowledge of beginning reading instruction, emergent literacy theory, developmental spelling and its assessment, running records, and miscue analysis. Co-requisite(s): None. 3 semester hours

RLR 511 - Instructional Strategies for Literacy Interventions (3)
This course introduces intervention strategies to use with readers experiencing difficulty (grades 1 through 12). A series of case studies (students at different grades and reading ability levels) are presented and analyzed during the course. Based on initial diagnostic information, a teaching program is planned for two students, with careful attention given to specific teaching strategies, the sequencing of instruction over time, and the development of a constructive model of learning. Prerequisite(s): RLR 501, RLR 502, RLR 541, either RLR 520 or 528, and RLR 510 or equivalents. Co-requisite(s): None. 3 semester hours

RLR 516 - Literacy Development in Middle School (3)
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 RLR 500. 3 semester hours

**RLR 518 - Leadership and Staff Development in Reading (3)**

This course is designed to help advanced master’s students examine and expand their roles as a literacy leaders and supervisors with an emphasis on leadership in the development and monitoring of reading and writing programs. The responsibilities of the reading specialist are described and examined with an emphasis on coaching teachers, and developing reading and language programs. Topics discussed include staff development, using standards to inform instruction, testing and evaluation, program improvement, materials selection, collaboration with faculty, and community-professional relations. Candidates examine their own abilities in relation to serving as school leaders and develop a vision for how to serve as instructional team members and school leaders. Pre-requisite(s): RLR 592A, RLR 592B, and RLR 593 or consent of instructor. Co-requisite(s): None. 3 semester hours

**RLR 540 - Teaching Content Area Literacy at the Middle and Secondary Level (3)**

This course focuses on the development of reading in the middle and secondary grades, particularly reading to learn from expository text materials, digital texts and other media, and on the development of study skills. Teaching methods that develop strategic reading and writing of informational texts and the assimilation and accommodation of new ideas will be explored. The ways that middle and secondary schools can best provide such reading and writing instruction across the curriculum, as articulated in the Common Core State Standards for Interdisciplinary Literacy, Grades 5-12, will be considered. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**RLR 550 - Teaching Reading Comprehension and Content Literacy in Grades 1-6 (2)**

This course, designed for pre-service teachers, introduces theories and models of comprehension and implications of these constructs for the teaching of reading comprehension and content reading across grades 1-6 for students of diverse languages, cultures and learning styles. Candidates develop familiarity with issues related to questioning, text structures, metacognitive monitoring, and guided reading strategies. Candidates examine teaching methods that develop strategic reading of both narrative and informational texts and the importance of writing and oral language in the development of active comprehension strategies. Prerequisite(s): RLL 537 or RLL 538 or consent of instructor. Co-requisite(s): None. 2 semester hours

**RLR 583 - Workshop/Reading/Contemporary Issues (1 TO 6)**

1-4 semester hours

**RLR 584 - Workshop/Reading/Programs and Materials (1 TO 6)**

1-4 semester hours

**RLR 585 - Workshop/Reading/Instruction (1 TO 6)**

1-4 semester hours

**RLR 586 - Workshop/Reading/Assessment (1 TO 6)**

1-4 semester hours

**RLR 587 - Workshop/Reading/Staff Development (1 TO 6)**

1-4 semester hours

**RLR 590 - Internship/Reading Specialist (1 TO 4)**

On-the-job experience with a counterpart to explore the variety of roles required of reading specialists including supervised responsibility for diagnosis, small group instruction in a curriculum setting, and work on a school team. 1-4 semester hours

**RLR 591 - Field Study/Reading Education (1 TO 4)**

An in-depth, organized exploration of some aspect of reading education in an area or location removed from the typical university class site. Observation, advanced study, and participatory activities may be included. 1-4 semester hours

**RLR 592A - Practicum: Literacy Interventions for Elementary Students (2)**

In this practicum, candidates learn how to apply assessment and intervention techniques in supervised settings. The course emphasizes assessment, instructional planning, evaluation and reflection in the design of programs for elementary students who have difficulties with literacy. It includes differentiation of instruction for students from diverse cultures and whose first language is not English. Pre-requisite(s): RLR 511 with a grade of B or better. Co-requisite(s): None. 2 semester hours

**RLR 592B - Practicum: Literacy Interventions for Secondary Students (2)**

In this practicum, candidates learn how to apply assessment and intervention techniques in supervised settings. The course emphasizes assessment, instructional planning, evaluation and reflection in
the design of programs for secondary students who have difficulties with literacy. It includes differentiation of instruction for students from diverse cultures and whose first language is not English. Pre-requisite(s): RLR 511 with a grade of B or better. Co-requisite(s): None. 2 semester hours

RLR 593 - Seminar in Reading Research (3)
This required advanced literacy course in the professional sequence of the Reading master’s program is designed to provide candidates an opportunity to conduct and synthesize research on a literacy topic of interest; consider its instructional implications; and develop an action research project culminating in a presentation with teachers as the intended audience. It also provides an overview of reading research that includes an examination of different theoretical models in light of current research findings. Pre-requisite(s): RLR 592A and RLR 592B or consent of instructor. Co-requisite(s): None. 3 semester hours

RLR 594 - Independent Study/Reading Education (1 TO 3)
Provides graduate students in reading education degree programs with an opportunity to pursue advanced scholarly study in special areas or to investigate a practical school problem. Special forms must be obtained from the Graduate Administrative Office and completed before registration can take place. Prerequisite: Admission to the Reading Specialist Program. 1-3 semester hours

RLR 595 - Selected Topics in Reading (1 TO 5)
An advanced seminar dealing with current issues in reading and language development. 1-3 semester hours

RLR 599X - Thesis Continuation (0)
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 RLR 599. 0 semester hours

RLS - Reading and Language, School Library Media

RLS 514 - Teaching Research to Children and Adolescents (2)
This course is an introduction to instructional strategies for teaching research (and information literacy) skills for children and young adults. Critical thinking, authentic learning, and inquiry-based instruction will be explored with a focus on embedding research across the curriculum. Access, selection, evaluation, and use of print and electronic information resources will be addressed. Teaching acquisition of information research skills that support the general curriculum for all students will be emphasized. Print and electronic resources available in school and local public libraries will be accessed as well as university library resources. Prerequisite(s): None 2 semester hours

RLW - Reading and Language, Writing

RLW 541 - Teaching Writing (2)
This course addresses relationships among research, theory, and practice in the teaching of writing, and focuses on writing as a means of communication and a tool for learning. Course topics include: developmental and compositional processes; the role of community; strategies and skills; purposes and audiences; formats, genres, and modes of discourse; conventions of “standard” written English; writing to learn in the content areas; research skills; reading-writing connections; the craft of writing; the role of writing for reading development; and assessment. The course explores technology as a tool to advance writing progression, research, and publication. The development and instruction of second language writing for English learners is also highlighted. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

RLW 542 - The Teacher as Writer (2)
Provides an opportunity to develop competence and confidence in one’s own composition by writing, critiquing, and revising in the context of in-class interaction; and by receiving relevant feedback on one’s own writing, and to reflect on the implications of this experience for the teaching of writing. Designed for elementary, middle, and high school teachers. 2 semester hours

RLW 583 - Workshop/Writing/Contemporary Issues (1 TO 6)
1-4 semester hours

RLW 584 - Workshop/Writing/Programs and Materials (1 TO 6)
1-4 semester hours

RLW 585 - Workshop/Writing/Instruction (1 TO 6)
1-4 semester hours

RLW 586 - Workshop/Writing/Assessment (1 TO 6)
1-4 semester hours

RLW 587 - Workshop/Writing/Staff Development (1 TO 6)
1-4 semester hours

RLW 594 - Independent Study/Writing (1 TO 4)
1-4 semester hours
RLW 595 - Special Topics/Writing (1 TO 6)
1-4 semester hours

SCE - Science Education

SCE 480A - Methods of Teaching Science (3)
Encourages the active exploration of the question, "What is good science teaching?". Activities provide an open forum in which students construct their own ideas about effective science instruction so those ideas inform their developing science teaching styles. Aims to increase student comfort, confidence, and competence in using effective science teaching methods by relating the nature of science to the way kids develop an understanding of the science of nature, introducing practical, applicable models of best practice techniques and providing opportunities to experiment with those techniques in risk-free setting. Personally meaningful constructs of good science teaching will emerge. Prerequisite(s): Admission to the Elementary Education Program 3 quarter hours.

SCE 480B - Methods of Teaching Science (2)
This course encourages the active exploration of the question, "What is good science teaching?" The question, "What is good science teaching?" The construct ideas about effective science instruction to inform their developing science teaching styles. These activities aim to increase student comfort, confidence, and competence in using effective science teaching methods by relating the nature of science to the way children develop an understanding of the science of nature, introducing practical, applicable models of best practice techniques and, providing opportunities to experiment with those techniques in risk-free setting. Personally meaningful constructs of good science teaching will emerge. Prerequisite(s): Admission to the Elementary Education Program Co-requisite(s): None. 2 semester hours.

SCE 485 - Advanced Methods of Middle School Science (3 OR 5)
This course will investigate exemplary science instruction for middle school. There is an in-depth focus on exemplary science instruction, fluency with middle level instructional content, and appropriate use of diverse instructional strategies. Students will increase content competence, resources and technological abilities through investigation of effective science teaching methods for middle school. They will use best practice middle level techniques for teaching science in an actual or simulated setting. They will also enrich understanding of critical science content and concepts. Personally meaningful constructs of middle level science teaching will emerge from the participant investigations. Prerequisite(s): none. 3 semester hours or 5 quarter hours.

SCE 510 - Physics for Teachers (3)
As science educators journey through their development as exemplary science education practitioners, it is important for them to investigate different models of instruction. This course is designed to develop the use of Physics First as an instructional strategy through use of the conceptual change model. The course will investigate the content of practice through conceptual change. Students will relate the use of Physics First, and the use of conceptual change, to their quest for best practice as an exemplary science educator. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours.

SCE 511 - Earth Science for Teachers (2)
Surveys content in earth science representative of the K-8 science curriculum using a laboratory-based approach. Although other instructional methodologies will be examined, this course will focus on using a STS (Science, Technology, and Society) format as an exemplary model for teaching and learning earth science. Topics include: physical geology and oceanography in the context of earth history, environmental issues, major organizing concepts and principles, recent discoveries and current knowledge in geology, oceanography, and all related fields of earth science. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours.

SCE 512 - Biology for Teachers (3)
Participants will examine content in the biological sciences representative of the K-8 science curriculum using a constructivist, laboratory-based approach, including the study of organisms and their anatomy, physiology, and genetics. Biology for Teachers will give special attention to new developments and discoveries in various fields, such as genetic engineering. Opportunities provided for in-depth investigation of a particular area. Pre-requisite(s): None. Co-requisite(s): None. 3 semester hours.

SCE 520 - Applied Chemistry for Teachers (3)
Investigates the basic principles of chemistry considered in the context of everyday life using a laboratory-based approach. Although other instructional methodologies will be examined, this course will focus on using an inquiry approach as an exemplary model for teaching and learning chemistry. Topics include: chemistry of the air, land and water; green organic chemistry; chemistry of everyday products; environmental chemistry and possible solutions to chemical pollution. Pre-
SCE 521 - Astronomy for Teachers (2 TO 3)
Explores selected topics in astronomy and cosmology relevant to the K-8 science curriculum using a laboratory-based approach. Although other instructional methodologies will be examined, this course will focus on using a traditional lecture/lab format as an exemplary model for teaching and learning astronomy. Topics include: observation of the nighttime sky, study of constellations, applications of physics concepts, historical development of concepts and theories, recent discoveries and current notions about space-time, electromagnetic radiation, the structure of the universe, the development of stars and the solar system. Considers technology of and issues in space exploration. Prerequisite(s): SCE 510 or permission of the instructor 2-3 semester hours

SCE 525 - Learning Science Using Informal Sites (2)
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 or 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. Prerequisite(s): none 2 semester hours

SCE 526 - Using Informal Sites: Advanced Study (2)
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

SCE 582 - Workshop/Science Education/Topic (1 TO 6)
1-4 semester hours

SCE 585 - Workshop/Science Education/Instructional Practices (1 TO 6)
1-4 semester hours

SCE 590 - Internship/Community Science Education (5 TO 7)
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. Prerequisite(s): SCE 500: Science, Technology and Society, and consent of program coordinator. 5-7 semester hours

SCE 591A - Zoo Field Study (2 TO 4)
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): None. Each distinct title may only be taken one time. Course may be repeated with different locations. 2-4 semester hours

SCE 591B - Biology Field Study (6)
Shedd Aquarium staff will instruct and lead course participants in exploration of a selected marine environment, conducting a scientific research project, participating in and practicing inquiry-based learning, and discussion of relevant conservation issues. Pre-trip coursework will lay the foundation for adequate content knowledge and scientific investigation skills utilizing Shedd’s collection and other resources. Participants will observe the marine environment, investigate biological concepts/phenomena, in order to formulate
instructional strategies for incorporating their research and experiences back into their K-8 classroom. Prerequisites: None. Each distinct title may only be taken one time. Course may be repeated with different locations. May not be taken for credit in addition to LAN 420. 6 semester hours

**SCE 593 - Seminar in Science Education: Issues and Trends (3)**

This course is designed to facilitate the analysis, synthesis, and integration of ideas, values, and concepts acquired throughout the science education program. That emerging synthesis will act as a fulcrum for exploring current and historical issues, research, theory, and practice in science education, curriculum changes, reform, and trends in school science, and as a basis for reflection and discussion about the implications for teaching and learning in science. The course also provides professional development opportunities designed to encourage students to assume roles of leadership and advocacy for the improvement of science education practices in their schools, districts, and communities.

Prerequisite(s): Admission to National College of Education and admission to the program. 3 semester hours

**SCE 594 - Science Education Independent Study (1 TO 3)**

Independent inquiry into a science topic can guide participants to a deeper understanding of science content and concept. This understanding can then be put to use in an educational setting, as science educators practice the instructional model of doing science as a scientist does. Through use of individualized investigative practices, science educators will more deeply examine content and instructional practices that facilitate understanding of essential science content. Through this course, the science educator is classroom implementation of science instruction. 1 to 3 semester hours

Prerequisite(s): None

**SCE 595A - Special Topics: Great Lake Science, Teacher Development Badge Program (1)**

This course, aligned to the Next Generation Science Standards and designed for classroom teachers, encourages the active exploration of the Great Lakes. The curriculum challenges participants on Invasive Species, Environmental Literacy, Science Literacy, and 21st Century Skills. Participants will enhance their competency in teaching about the Great Lakes environment and science while integrating 21st century skills into their K-12 classroom lessons. Participants will uncover relevant connections to their current teaching practice and the natural world. This course is offered in partnership with the Shedd Aquarium. Pre-requisite(s): None. Co-requisite(s): None. 1 semester hour

**SEC - Secondary Education**

**SEC 502 - Introduction to Teaching at the Secondary Level (5)**

This course includes issues affecting teaching at the secondary level: Adolescent development, multicultural perspectives, curriculum development, community building, and constructing disciplinary knowledge. It critically examines the social, cultural, political, and economic forces, and the philosophies of education that have influenced educational policy, laws, school structure, and pedagogical and methodological practices throughout U.S. history. It requires completion of 25 hours of field experience involving multicultural settings and working with students with special needs. Candidates will learn best practices for effective teaching and create lesson plans and a unit plan based on researched design models. Candidates will learn about the requirements for successful completion of new state licensure requirements. Pre-requisite(s): None. Co-requisite(s): SPE 500. 5 semester hours

**SEC 510 - Methods of Teaching Biology at the Secondary Level (5)**

This course, intended for candidates preparing to be licensed secondary biological sciences teachers, addresses the content and discipline of biological sciences as it pertains to general goals of secondary education. Participants will deepen pedagogical content knowledge, develop teaching materials, including lesson and unit plans that solve instructional issues and employ science-specific teaching methods. The course includes 40 hours of field experience and related assignments that offer candidates practice for successful completion of new state licensure requirements. Pre-requisite(s): Grade of B or better in SEC 502 and SPE 500. Co- requisite(s): None. 5 semester hours

**SEC 512 - Methods of Teaching English at the Secondary Level (5)**

This course addresses methods of teaching English at the middle/high school level through an in-depth focus on curriculum, methods, and materials. Candidates will write lesson and unit plans using backward design and universal design for learning. Candidates will create documents on planning for instruction and assessment, instructing and engaging students in learning, and assessing student learning. The course includes 40 hours of field experience, including related assignments, which offers candidates practice for successful completion of new state licensure requirements. Prerequisite(s):
of B or better in SEC 502, SPE 500. Co-requisite(s): None. 5 semester hours

**SEC 514 - Methods of Teaching Mathematics at the Secondary and Middle Levels (5)**

This course addresses methods of teaching mathematics at the middle/high school level through an in-depth focus on the curriculum, methods, materials, and technology. Candidates create instructional plans that build students' conceptual understanding, procedural fluency and mathematical reasoning/problem solving skills and develop assessment plans that provide evidence of student learning. Candidates incorporate techniques to meet the needs of culturally, socially and academically diverse students. The course includes 40 hours of field experience and related assignments that offer candidates practice for successful completion of new state licensure requirements. Pre-requisite(s): A grade of B or better in SEC 502 and SPE 500. Co-requisite(s): None. 5 semester hours

**SEC 516 - Methods for Teaching Physical Science at the Secondary Level (5)**

This course addresses teaching physical science at the secondary level. It addresses the content and discipline of physical science as it pertains to general goals of secondary education. Participants will deepen pedagogical content knowledge, develop teaching materials (including lesson and unit plans) that solve instructional issues and employ science-specific teaching methods. Candidates will analyze the Next Generation Science Standards and STEM initiatives as they apply to curricula, teaching and learning secondary physical science. The course will also prepare candidates to be successfully fulfill state licensure requirements. 40 hours of field experience are required. Pre-requisite(s): A grade of B or better in SEC 502 and SPE 500. Co-requisite(s): None. 5 semester hours

**SEC 518 - Methods of Teaching Social Studies at the Secondary Level (5)**

This course addresses methods of teaching social studies at the middle/high school level through an in-depth focus on curriculum, methods, and materials. Candidates will create lesson and unit plans using backward design and universal design for learning. Candidates will draft documents on planning for instruction and assessment, instructing and engaging students in learning, and assessing student learning. The course includes 40 hours of field experience and related assignments that offer candidates practice for successful completion of state licensure requirements. Pre-requisite(s): a grade of B or better in SEC 502 and SPE 500. Co-requisite(s): None. 5 semester hours

**SEC 522 - Methods of Teaching Classical Languages (Latin) K-12 (5)**

The course provides candidates a solid background in the pedagogy for teaching of Latin for grades K-12. Candidates create a culminating unit of instruction that solidifies the connection of foreign language acquisition and linguistic analysis theory to curriculum design, instructional planning, and assessment. Particular emphasis is given to current best-practice research in education and its application to the middle and high school classroom. During this this course, candidates complete 40 hours of clinical experiences to supplement their reading, research, and planning. Pre-requisite(s): Participants must hold a B.A. in Latin (major or minor) and be enrolled in NLU's secondary M.A.T. program; SEC 502; SPE 500. Co-requisite(s): None. 4 semester hours

**SEC 524 - Methods of Teaching World Languages K-12 (5)**

This course introduces current theories and practices of communicative language teaching. Candidates learn about second language acquisition development through reading and practicing in class a collection of strategies and tools for developing students' communication skills in a second language. Candidates create a culminating unit of instruction that solidifies connections across curriculum design, instructional planning, and assessment. The course includes 40 hours of field experience and related assignments that are aligned to licensure requirements for the State of Illinois. Pre-requisite(s): A grade of B or better in SEC 502 and SPE 500. Co-requisite(s): None. 5 semester hours

**SEC 525 - American Urban Education (3)**

This course will explore how race, ethnicity, culture, class, and gender affect access to, and quality in, education. It will examine the past and present educational experiences of people of various cultural backgrounds in an effort to understand the context of their current sociopolitical realities and how those realities affect the educational process. Strategies for teaching in a culturally diverse society and creating multicultural curriculum will be explored. Pre-requisite(s): None Co-requisite(s): None. 3 semester hours

**SEC 527 - Politics and Policy of Urban Education and Data Management (1 TO 3)**

This course is designed to introduce practicing teachers to educational policy debates, with particular focus on the major issues and challenges facing teachers in urban school settings. This course examines data-driven decision making, turnaround and networked models of reform, looking at theories

**SEC 514 - Methods of Teaching Mathematics at the Secondary and Middle Levels (5)**

This course addresses methods of teaching mathematics at the middle/high school level through an in-depth focus on the curriculum, methods, materials, and technology. Candidates create instructional plans that build students' conceptual understanding, procedural fluency and mathematical reasoning/problem solving skills and develop assessment plans that provide evidence of student learning. Candidates incorporate techniques to meet the needs of culturally, socially and academically diverse students. The course includes 40 hours of field experience and related assignments that offer candidates practice for successful completion of new state licensure requirements. Pre-requisite(s): A grade of B or better in SEC 502 and SPE 500. Co-requisite(s): None. 5 semester hours

**SEC 516 - Methods for Teaching Physical Science at the Secondary Level (5)**

This course addresses teaching physical science at the secondary level. It addresses the content and discipline of physical science as it pertains to general goals of secondary education. Participants will deepen pedagogical content knowledge, develop teaching materials (including lesson and unit plans) that solve instructional issues and employ science-specific teaching methods. Candidates will analyze the Next Generation Science Standards and STEM initiatives as they apply to curricula, teaching and learning secondary physical science. The course will also prepare candidates to be successfully fulfill state licensure requirements. 40 hours of field experience are required. Pre-requisite(s): A grade of B or better in SEC 502 and SPE 500. Co-requisite(s): None. 5 semester hours

**SEC 518 - Methods of Teaching Social Studies at the Secondary Level (5)**

This course addresses methods of teaching social studies at the middle/high school level through an in-depth focus on curriculum, methods, and materials. Candidates will create lesson and unit plans using backward design and universal design for learning. Candidates will draft documents on planning for instruction and assessment, instructing and engaging students in learning, and assessing student learning. The course includes 40 hours of field experience and related assignments that offer candidates practice for successful completion of state licensure requirements. Pre-requisite(s): a grade of B or better in SEC 502 and SPE 500. Co-requisite(s): None. 5 semester hours

**SEC 522 - Methods of Teaching Classical Languages (Latin) K-12 (5)**

The course provides candidates a solid background in the pedagogy for teaching of Latin for grades K-12. Candidates create a culminating unit of instruction that solidifies the connection of foreign language acquisition and linguistic analysis theory to curriculum design, instructional planning, and assessment. Particular emphasis is given to current best-practice research in education and its application to the middle and high school classroom. During this this course, candidates complete 40 hours of clinical experiences to supplement their reading, research, and planning. Pre-requisite(s): Participants must hold a B.A. in Latin (major or minor) and be enrolled in NLU's secondary M.A.T. program; SEC 502; SPE 500. Co-requisite(s): None. 4 semester hours

**SEC 524 - Methods of Teaching World Languages K-12 (5)**

This course introduces current theories and practices of communicative language teaching. Candidates learn about second language acquisition development through reading and practicing in class a collection of strategies and tools for developing students' communication skills in a second language. Candidates create a culminating unit of instruction that solidifies connections across curriculum design, instructional planning, and assessment. The course includes 40 hours of field experience and related assignments that are aligned to licensure requirements for the State of Illinois. Pre-requisite(s): A grade of B or better in SEC 502 and SPE 500. Co-requisite(s): None. 5 semester hours

**SEC 525 - American Urban Education (3)**

This course will explore how race, ethnicity, culture, class, and gender affect access to, and quality in, education. It will examine the past and present educational experiences of people of various cultural backgrounds in an effort to understand the context of their current sociopolitical realities and how those realities affect the educational process. Strategies for teaching in a culturally diverse society and creating multicultural curriculum will be explored. Pre-requisite(s): None Co-requisite(s): None. 3 semester hours

**SEC 527 - Politics and Policy of Urban Education and Data Management (1 TO 3)**

This course is designed to introduce practicing teachers to educational policy debates, with particular focus on the major issues and challenges facing teachers in urban school settings. This course examines data-driven decision making, turnaround and networked models of reform, looking at theories
of change, implementation challenges, and the realities of current urban turnaround school teachers. The course is designed to encompass a macro view of school policy and reform while considering micro questions, evidence, and supports, with an eye towards how to move current teacher–ideas into action and proof of change using identifiable and reproducible education data metrics. Prerequisite(s): Admission to Urban Teaching Program or Permission of Instructor Co-requirement(s): None 3 semester hours

SEC 532 - Foundations of Communicative Language Teaching (2 TO 5)

The Communicative Approach has evolved to become one of the most significant and effective approaches for teaching students how to communicate in a non-native language. Students will explore the evolution of the Communicative Approach from a historical perspective of language teaching in the United States. They will examine the theoretical rationale, principals and methods for implementing the Communicative Approach. The course will entail ongoing experimenting and research in their own classrooms and peer teaching of CL techniques in the course. Prerequisite(s): Candidates hold a valid teaching certificate of a world language and demonstrate proof of at least an Advanced score on the ACTFL oral proficiency interview exam in the language they teach. Certified teachers may request permission of the instructor to substitute a letter from their Department stating the candidate’s language competency equivalent to the Advanced ACTFL OPI score in lieu of an official ACTFL score. 2-5 semester hours

SEC 533 - The Intersection of Cross Cultural Communication and Foreign Language Teaching (3)

This course represents the intersection of the field of cross cultural communication with foreign language teaching. Cross cultural communication studies provide vital concepts, skills and techniques to offer foreign language teachers as they develop their Standards-based curricula. The course enables participants to introduce and develop intercultural competence in their middle and secondary school classrooms via authentic communication challenges. Prerequisite(s): Candidates hold a valid teaching certificate of a world language and demonstrate proof of at least an Advanced score on the ACTFL oral proficiency interview exam in the language they teach. Current M.A.T. teacher candidates enrolled in the Secondary Education program are eligible as well. Certified teachers may request permission of the instructor to substitute a letter from their Department Chairperson stating the candidate’s language competency equivalent to the Advanced ACTFL OPI score in lieu of an official ACTFL score. 3 semester hours

SEC 569 - Portfolio Development for Subsequent Certification (4)

This is the initial course designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in early childhood education, elementary education, secondary education for science; social sciences, English language arts, or mathematics; special education for LBS-I; or K-12 foreign language. A portfolio documenting knowledge and experiences encompassing the certification standards for the certificate being sought will be created. This course is required for all candidates seeking subsequent certificates through the focused program. Prerequisite(s): Valid Illinois certificate 4 semester hours

SEC 571 - Portfolio Development for MAT Degree Completion with Time Extension (1)

This course is designed for Master of Arts in Teaching candidates to document their knowledge and skills needed to complete the degree after the university’s six-year time limitation has expired. This course is for candidates who were enrolled in MAT degree programs in Early Childhood Education, Elementary Education, Secondary Education (science, social science, English/language arts, mathematics, K-12 foreign language), and in Special Education – LBS 1. Candidates will develop an online portfolio demonstrating their currency regarding knowledge and performance indicators for the content areas standards of educators in the degree program being pursued. Pre-requisite(s): Professional Educator License. Co-requirement(s): None. 1 semester hour

SEC 575 - Subsequent Certification Practicum (3 TO 6)

This course is designed for teachers currently in Illinois who wish to secure a subsequent Illinois certificate in secondary education for science, social science, English language arts, mathematics, or foreign language. The candidate will required to complete between 75 and 150 hours in a classroom setting that is represented in the subsequent certificate. The candidate will also meet for seminar with a faculty member in the subsequent certificate area. Enrollment in this class requires advance application and approval. 3-6 semester hours

Prerequisite(s): SEC569 Completion of all content coursework as described on the transcript assessment. Completion of individualized program of study as determined by initial portfolio review. Application for placement with preclinical review of portfolio. Passing score on Illinois Test of Basic Skills on file at NCE. Passing score on Illinois Subject Area Test for the subsequent certification on file at NCE. Current TB Test. Current Criminal Background Check.
SEC 590A - Student Teaching Secondary School
Biological Science (6)

This course combines a seminar with student teaching. The seminar supports candidates as they implement a variety of planning models, formative and summative assessments, and instructional strategies to support student learning consistent with professional and curriculum standards. Reflective practice in light of research and mentoring by seminar instructor, university supervisor, and cooperating teacher(s) drive candidate growth in professional decision-making and interaction with students, parents, school staff and seminar colleagues. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. This course supports candidate efforts to meet licensure requirements. Prerequisite(s): Admission to the MAT Secondary Education Program; RLR 540, EPS 511, CIL 505; grade of B or better in SPE 500, SEC 502 and SEC 510. Co-requisite(s): None. 6 semester hours

SEC 590B - Student Teaching Secondary School
Language Arts/English (6)

This course combines a seminar with student teaching. The seminar supports candidates as they implement a variety of planning models, formative and summative assessments, and instructional strategies to support student learning consistent with professional and curriculum standards. Reflective practice in light of research and mentoring by seminar instructor, university supervisor, and cooperating teacher(s) drive candidate growth in professional decision-making and interaction with students, parents, school staff and seminar colleagues. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. This course supports candidate efforts to meet licensure requirements. Prerequisite(s): Admission to the MAT Secondary Education Program; RLR 540, EPS 511, CIL 505; grade of B or better in SPE 500, SEC 502 and SEC 510. Co-requisite(s): None. 6 semester hours

SEC 590C - Student Teaching Secondary School
Mathematics (6)

This course combines a seminar with student teaching. The seminar supports candidates as they implement a variety of planning models, formative and summative assessments, and instructional strategies to support student learning consistent with professional and curriculum standards. Reflective practice in light of research and mentoring by seminar instructor, university supervisor, and cooperating teacher(s) drive candidate growth in professional decision-making and interaction with students, parents, school staff and seminar colleagues. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. This course supports candidate efforts to meet licensure requirements. Prerequisite(s): Admission to the MAT Secondary Education Program; RLR 540, EPS 511, CIL 505; grade of B or better in SPE 500, SEC 502 and SEC 518. 6 semester hours
SEC 590F - Student Teaching Secondary School World Languages K-12 (6)

This course combines a seminar with student teaching. The seminar supports candidates as they implement a variety of planning models, formative and summative assessments, and instructional strategies to support student learning consistent with professional and curriculum standards. Reflective practice in light of research and mentoring by a mentor teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, school staff and seminar colleagues. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. This course supports candidate efforts to meet licensure requirements. Prerequisite(s): Admission to the MAT Secondary Education Program; RLR 540, EPS 511, CIL 505; grade of B or better in SPE 500, SEC 502 and SEC 524. Co-requisite(s): None. 6 semester hours

SEC 594 - Independent Study/Secondary Education (1 TO 3)

The purpose of this independent study in Secondary Education is to provide students with the opportunity to investigate in depth a topic, problem, or relevant issue. This course is designed in conjunction with a faculty member leading the independent study. The topic should be of relevance to their individual goals and professional aspirations as a secondary level educator. Prerequisite(s): This course should be taken after secondary education certification with approval of advisor, instructor, department chair and dean. 1-3 semester hours

SEC 597A - Resident Student Teaching in Secondary Education Biology (2)

During a year-long residency, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a mentor teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education program, RLR 540, EPS 511, CIL 505, SPE 500, grade of B or better in SEC 502 and SEC 512. Co-requisite(s): None. 2 semester hours

SEC 597B - Resident Student Teaching in English/Language Arts (2)

During a year-long residency, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a mentor teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education program, RLR 540, EPS 511, CIL 505, SPE 500, grade of B or better in SEC 502 and SEC 512. Co-requisite(s): None. 2 semester hours

SEC 597C - Resident Student Teaching in Secondary Education Mathematics (2)

During a year-long residency, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a mentor teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education Program, RLR 540, EPS 511, CIL 505, SPE 500, grade of B or better in SEC 502 and SEC 514. Co-requisite(s): None. 2 semester hours

SEC 597D - Resident Student Teaching in Secondary Education Physical Science (2)

During a year-long residency, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a mentor teacher and university supervisor enhance candidate growth in professional
decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education Program, RLR 540, EPS 511, CIL 505, SPE 500, grade of B or better in SEC 502 and SEC 516. Co-requisite(s): None. 2 semester hours

SEC 597E - Resident Student Teaching in Secondary Education Social Studies (2)

During a year-long residency, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a mentor teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education Program, RLR 540, EPS 511, CIL 505, SPE 500. Grade of B or better in SEC 502 and SEC 516. Co-requisite(s): None. 2 semester hours

SEC 597F - Resident Student Teaching in Secondary Education: Foreign Languages (2)

During a year-long residency, candidates implement a variety of planning models, instructional strategies, and formal and informal assessment strategies to support student learning consistent with curriculum standards. Reflective practice in light of research and mentoring by a mentor teacher and university supervisor enhance candidate growth in professional decision-making and interaction with students, parents, other professionals, and the community. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. Candidates enroll for two semester hours for three consecutive terms (for a total of six semester hours). Grades are given for each term. Prerequisite(s): Admission to the MAT Secondary Education Program, RLR 540, EPS 511, CIL 505, SPE 500, grade of B or better in SEC 502 and SEC 522 or SEC 524. Co-requisite(s): None. 2 semester hours

SPE - Special Education

SPE 210 - History and Philosophy of Education (3)

This course will focus on the history of ideas, individuals and events that have influenced the curriculum, organization, policies and philosophies of education in the United States. A special topic option allows students to pursue topics related to their area of interest within the education spectrum. Prerequisite(s): None. Co-requisite(s): None. 3 quarter hours

SPE 300 - Introduction to Special Education and Methods of Teaching Students with Disabilities (5)

This course focuses on characteristics, identification, and initial methods of instruction for cross-categorical P-21 students who receive special education services. Emphasis is on historical, philosophical, psychological, legal, and pedagogical implications and issues pertaining to P-21 special education. Candidates develop and implement inclusive, differentiated curricular design, planning and instructional methods for P-21 students with high- and low-incidence disabilities based upon consideration of the impact that disabilities have on how students differ in approaches to learning. Candidates learn how to provide inclusive instructional opportunities and supports adapted to strengths and needs of diverse learners, drawing on knowledge of the discipline, students, community, and curriculum goal(s). Fifteen field hours required. Pre-requisite(s): None. Co-requisite(s): None. 5 quarter hours

SPE 305 - Practicum I: Inclusive Education and the Role of the Special Education Teacher (4)

This course introduces the candidate to the field of special education and the undergraduate Special Education program. The course focuses on the role of the special education teacher, school-wide and classroom responsibilities, and collaboration with the general education teacher. Emphasis is placed on the identification of professional performance and dispositions. Candidates will be exposed to the range of roles and experiences to be encountered by special education teachers. The course includes forty-five hours of clinical observation. Also included is the Special Education electronic portfolio. The candidate’s participation will be facilitated by an Undergraduate Special Education Practica and Student Teaching Handbook. Prerequisite(s): SPE 300 or equivalent, Admission to NCE and the Special Education Undergrad Program. Co-requisite(s): None. 4 quarter hours
SPE 310 - Foundations of Special and Inclusive Education (4)

This course focuses on the concept of disability from various perspectives and contexts, including family, school, and community systems. Philosophical, historical, and legal foundations of special education are examined. Integral to this is exploration of a variety of disability models (e.g. medical, consumer/empowerment, social, etc.). Topics include: universal design for learning (UDL), past and current legislation, assessment, identification, eligibility for services, IEP development, Section 504 Plan development, least restrictive environment, the continuum of alternative services, Americans with Disabilities Act, individual rights, due process, and parent participation. Integral to the course is the importance of collaboration and consultation in facilitating effective instruction. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program, SPE 300 or equivalent. 4 quarter hours

SPE 315 - Assessment in Special Education (4)

This course provides an overview of the processes involved in educational and diagnostic assessment of children and adolescents. Attention is given to both formal (e.g. norm-referenced) and informal (e.g., classroom-based) assessments, issues of assessment bias, and limits of testing. Special emphasis is directed towards interpreting assessment results and connecting assessment to instruction. The role of the special educator as a collaborative consultant and multidisciplinary team member is also considered. Legal, ethical, and cultural/linguistic assessment issues are addressed. A minimum of 15 hours of field experience is required. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program, SPE 300, SPE 310. Co-requisite(s): None. 4 quarter hours

SPE 320 - Methods for Social Emotional Support (4)

The course focuses on social emotional development and learning from the vantage points of social systems, cultural, and psychological theory, which are used to understand diversity and dynamics of classrooms, schools and communities. The course includes research and methods regarding the social emotional development and learning of children, adolescents, and young adults. The course incorporates: comprehensive classroom management, heterogeneous grouping, cooperative and collaborative learning, the Illinois Social Emotional Learning Standards, creating functional behavior assessment and interventions, and team development. Within this context, the exercise of ethical and reflexive teacher leadership and the development of respectful and caring relationships are examined. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program, SPE 300 or equivalent, SPE 305, SPE 310. Co-requisite(s): None. 4 quarter hours

SPE 325 - Language Development: The Role of Language in Learning (4)

The course focuses on theories, research, and methods regarding typical and atypical language development of children and adolescents with learning difficulties. The course addresses receptive and expressive language, word finding, pragmatics and related social skills, and sociolinguistic skills, and their impact on academic learning across the curriculum. The role of language in learning and communication, including second language learning are examined, as well as cultural and environmental effects on the student’s development. Instructional and assistive technology, including but not limited to augmentative and alternative communication are explored. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program; SPE 300 or equivalent. 4 quarter hours

SPE 330 - Assistive and Instructional Technology (4)

Candidates will develop knowledge of assistive and instructional technology from a Universal Design for Learning (UDL) perspective and as defined by state and federal regulations. A variety of assistive technology devices and services will be introduced, developed, and evaluated within larger contextual frameworks of classrooms, schools, and communities to facilitate communication, learning and empowerment. The course will include hands-on and virtual examination of various instructional and assistive technologies developed or adapted specifically for students with disabilities. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program: SPE 300. Co-requisite(s): None. 4 quarter hours

SPE 335 - Mathematics and Inclusive Education (4)

This course focuses on the understanding and implementing of state and national standards in assessment and teaching of mathematics from a Universal Design for Learning (UDL) perspective as related to the general and special education curricula. In this course candidates engage in critical evaluation, planning and organization of: 1) Curricula, 2) Assessment approaches, 3) Instructional methods, and 4) Instructional/ assistive technology for students with disabilities. Prerequisite(s): Admission to NCE and the Special Education Undergrad Program; SPE 300 or equivalent, LAM 112, and LAM 213 or SPE 310. Co-requisite(s): None. 4 quarter hours
SPE 400 - Collaboration and School-Family Partnerships (4)

This course focuses on collaboration with families, students, teachers, and other professionals (e.g., paraeducators, community professionals) in the integration of individuals with disabilities into educational settings. The course examines techniques to foster active inquiry, leadership, advocacy, collaboration, and supportive interaction among professionals, families, and students and their rights and responsibilities. Personal and cultural biases involved in collaboration are also explored. Prerequisite(s): Admission to NCE and the Special Education Undergraduate Program; SPE 300 or equivalent. Co-requisite(s): None. 4 quarter hours

SPE 405 - Practicum II: Advanced Practicum in Inclusive Education (5)

This course continues the professional development of special education teacher candidates concerning roles and responsibilities of special educators in grades K-12. A university seminar combines with 45 hours of field experiences focusing on active involvement with a cooperating special education teacher within the larger inclusive community of the school. The field experiences require candidates to apply specific teaching strategies with individual or small groups of students. Candidates will collaborate with classroom teachers on lesson planning and implement lesson plans written during this or previous program classes. Candidates will submit videos for review in addition to on-site observation by a university supervisor. Prerequisite(s): Admission to NCE and the Special Education Undergraduate Program; SPE 300 or equivalent, SPE 320, SPE 25, SPE 335, SPE 410, SPE 411. Co-requisite(s): None. 5 quarter hours

SPE 410 - Literacy in Inclusive Education I (4)

This course focuses on the significance of teaching reading, writing and oral communication, and on integrating these components to facilitate learning, to empower students and achieve social equity for all students with disabilities. Theories, current research, and methods regarding language and literacy skills for all students with disabilities are discussed. The course specifically addresses phonemic awareness, decoding, fluency, comprehension and vocabulary and their relationship to the general curriculum. The candidates are introduced to a variety of formal and informal assessments. Prerequisite(s): Admission to NCE and the Special Education Undergraduate Program; SPE 300 or equivalent, SPE 310. Co-requisite(s): None. 4 quarter hours

SPE 411 - Literacy in Inclusive Education II (4)

This advanced course expands on the significance of teaching reading, writing and oral communication, integrates these components to increase content learning and to empower students and achieve social equity for all students with disabilities. This course addresses a broad range of literacies and effective literacy techniques that help learners construct meaning through reading, writing, listening, viewing and communicating. The course also addresses curriculum, literacy skills, developmental reading and writing instruction, assessment, and instructional and assistive technology. Prerequisite(s): Admission to NCE and the Special Education Undergraduate Program; SPE 300 or equivalent, SPE 310, SPE 410. 4 quarter hours

SPE 415 - Instructional Planning and Instruction for Inclusive Education I (4)

This course focuses on planning and implementing alternative and specialized curricula and instruction as related to the general education curriculum and legal requirements. Emphasis will be placed on transition and comprehensive person-centered planning, self-determination, vocational instruction, functional and life-skills curriculum development and implementation, task analysis, and errorless learning strategies. Candidates will use present levels of performance to develop IEP goals and objectives/benchmarks related to Illinois Learning Standards and IDEA requirements and are incorporated into instructional planning. Prerequisite(s): Admission to NCE and the Special Education Undergraduate Program; SPE 300 or equivalent. Co-requisite(s): None. 4 quarter hours

SPE 416 - Instructional Planning and Instruction for Inclusive Education II (4)

This advanced course expands on the planning and implementing of inclusive curricula and instruction as related to the general education curriculum and legal requirements. Emphasis will be placed on developing lessons and integrated thematic units across general education content areas and the Illinois Learning Standards, (e.g., science, social studies, mathematics, and language arts) from a Universal Design for Learning (UDL) perspective and incorporating IEP objectives/benchmarks. Topics include differentiated instruction, accommodations and modifications, and Understanding by Design. Prerequisite(s): Admission to NCE and the Special Education Undergraduate Program; SPE 300 or equivalent, SPE 415. Co-requisite(s): None. 4 quarter hours

SPE 470 - Practicum III: Student Teaching (10)

This course serves as the culminating experience in the special education undergraduate program. The course involves supervised teaching of students with
disabilities in public or private school settings and includes a seminar in which candidates examine, apply, and evaluate instructional and curricular strategies and interventions in school settings. In all settings, the collaborative-consultation model is practiced. Student candidates must make arrangements for practicum six months prior to registration. Prerequisite(s): Admitted to NCE and the Special Education Undergrad Program. Completion of all undergraduate special education course work. Degree status in special education and consent of students' advisor and program coordinator. Application form must be made in writing as determined by program guidelines and procedures. Co-requisite(s): None. 10 quarter hours.

**SPE 495 - Special Topic (1 TO 5)**

Special topic courses are developed to meet emerging learning needs. The specific topic in indicated on the transcript. There is no limit on the number of 495 courses which can apply to the degree, although each topic may be taken only once.

**SPE 500 - Introduction to and Methods of Teaching Students with Disabilities (3)**

This course focuses on characteristics, identification, and initial methods of instruction for cross-categorical P-21 students who receive special education services. Emphasis is on historical, philosophical, psychological, legal, and pedagogical implications and issues pertaining to P-21 special education. Candidates develop and implement inclusive, differentiated curricular design, planning and instructional methods for P-21 students with high- and low-incidence disabilities based upon consideration of the impact that disabilities have on how students differ in approaches to learning. Candidates learn how to provide inclusive instructional opportunities and supports adapted to strengths and needs of diverse learners, drawing on knowledge of the discipline, students, community, and curriculum goal(s). Fifteen field hours required. Pre-requisite(s): Pass Test of Academic Proficiency (TAP) before admission to this course. Co-requisite(s): None. 3 semester hours

**SPE 501 - Educational and Diagnostic Assessment of Exceptional Children and Adolescents (3)**

This course provides an overview of the processes involved in educational and diagnostic assessment of children and adolescents (P-21). Attention is given to both formal (e.g. norm-referenced) and informal (e.g., classroom-based) assessments, screenings, of assessment bias, and limits of testing. Special emphasis is directed towards interpreting assessment results and connecting assessment to instruction. The role of the special educator as a collaborative consultant and multidisciplinary team member is also considered. Legal, ethical, and cultural/linguistic assessment issues are addressed. A minimum of 10 hours of field experience is required. Pre-requisite(s): SPE 500, SPE 506 or advisor approval. Co-requisite(s): None. 3 semester hours

**SPE 502 - Language Development and Challenges in Children and Adolescents (2)**

In this course, the theoretical, clinical, and pedagogical issues concerning school-aged students (PK to 21 years) 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. Pre-requisite(s): SPE 500, SPE 506. Co-requisite(s): None. 2 semester hours

**SPE 503 - Collaborative and Consultative Teaming and Teaching (3)**

This course focuses on collaboration with families, students, teachers, and other professionals (e.g., paraeducators, community professionals) in the integration of individuals with disabilities into educational settings. The course examines techniques to foster active inquiry, leadership, advocacy, collaboration, and supportive interaction among professionals, families, and students and their rights and responsibilities. Personal and cultural biases involved in collaboration are also explored. Prerequisite(s): Admission to NCE and MAT Traditional, MAT RTP, M.Ed., or CAS Graduate Program, SPE 500 or equivalent. Co-requisite(s): None. 3 semester hours

**SPE 506 - Frameworks, Perspectives, and Collaboration in Special Education (3)**

This course provides foundational frameworks of special education and resulting implications for policy and practice. Candidates learn characteristics of high and low incidence disabilities and interpret 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: the history of policies and practices, diagnosis, curriculum, pedagogy, legal, ethical, and political issues, and the impact of values and beliefs on special education practice. Collaborative models and structures are emphasized
in working with team members including students, families, school professionals, para-educators, and administrators. Collaborative practices are taught. 15 hours of preclinical experience are required for this course. Pre-requisite(s): SPE 500 or concurrent with SPE 500. Co-requisite(s): None. 3 semester hours

**SPE 507 - Methods of Social/Emotional Support (3)**

This course is designed to explore methods of supporting students' positive social and emotional development, behavior, and learning. Social, psychological, biological, and environmental factors that impact students and teachers are examined. Legal issues, evaluation, and ethical considerations related to students' social and emotional growth and classroom behavior are explored. The importance of viewing behavior as communication and the interaction of various disabilities and behavior are emphasized. Current research, pedagogical approaches, and best practices in creating healthy classrooms and school environments are addressed. The use of technology to provide adaptations, progress monitoring, and/or assistive devices that can be used to encourage student participation are considered. Ten pre-clinical hours are required. Pre-requisite(s): MAT candidates: SPE 500, SPE 501, SPE 502 or SPE 526, SPE 526. Non-MAT candidates register for this course through advisor. Co-requisite(s): None. 3 semester hours

**SPE 508 - Literacy Across the Curriculum for Students with Disabilities (3)**

This course introduces foundational perspectives and methods for teaching multiple forms of literacy to students with disabilities. The purpose of critical literacy is often thought of as the use of reading and writing to empower students to achieve social equity. The course examines contemporary understandings of literacy (listening, speaking, reading, writing), other forms of communication (e.g., gestures, communicative behavior), and their usefulness in facilitating literacy learning. Emphasis is placed on the inherent right of students with disabilities to use a variety of literacy forms as means of self-expression and communication, and to mediate various literacy contexts including content literacy in the general education curriculum. Ten hours of field work required. Pre-requisite(s): MAT candidates: SPE 500, SPE 501, SPE 502 or SPE 526, SPE 506, SPE 507, SPE 509, SPE 572. Non-MAT candidates register for course through advisor. Co-requisite(s): None. 3 semester hours

**SPE 509 - Literacy Instruction for Diverse Learners (3)**

This course is designed to address the assessment and instruction of literacy skills for students with a range of disabilities in P-21 instructional settings. Candidates will use 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 candidates will be required to complete 10 hours of field work with this course. Pre-requisite(s): MAT candidates: SPE 500, SPE 501, SPE 506, SPE 502 or SPE 526, SPE 572. Non-MAT candidates register for course through advisor. Co-requisite(s): None. 3 semester hours

**SPE 510 - Early Childhood Special Education Language Development and Challenges (2)**

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 Special Education approval. Pre-requisite(s): SPE 500. 2 semester hours

**SPE 517 - Language and Cognitive Disorders of Adults (3)**

This course is designed to introduce the student to the study of acquired language and cognitive challenges. The etiologies, language and non-language characteristics, evaluation, treatment and recovery processes will be examined in regard to aphasia, non-dominant hemisphere involvement, cognitive/linguistic challenges and dementia. Differential diagnosis will be explained and emphasized. An overview of neuroanatomy and physiology, as it relates to language is included. The student will participate in observation and gain hands on experience in administering various assessments to achieve a differential diagnosis between and within challenge areas. Prerequisite(s): Undergraduate degree in Speech-Language Pathology or completion of the prerequisite courses. This course is required for completion of ASHA certified speech language pathology graduate degree. 3 semester hours

**SPE 523 - Teaching Students with Math Disabilities (3)**

This course focuses on understanding and implementing state and national standards in the assessment and teaching of mathematics from a Universal Design for Learning (UDL) perspective as
related to the general and special education curricula. In this course candidates engage in critical evaluation, planning and organization of curricula, assessment approaches, instructional methods, and instructional assistive technology for students with disabilities. 10 field hours are required as part of this course. Pre-requisite(s): Admission to NCE and the MAT or MED Special Education program; SPE 500, SPE 501, SPE 502 or SPE 526, SPE 506, SPE 507, SPE 509,SPE 572. Co-requisite(s): None. 3 semester hours

SPE 525 - Child Word-Finding: Intervention for Students with Language and Learning Disabilities (2)

This course provides an in-depth study of how to plan a comprehensive intervention program for children and adolescents challenged with Word Finding (WF). Definitions of word finding are discussed, and WF characteristics and profiles are reviewed. Psycholinguistic models of lexical access are presented. A Tier 3 intervention program for word finding, based on psycholinguistic research, is studied with a focus on retrieval strategy mnemonic instruction, word-finding based classroom accommodations, and self-advocacy training. The impact of word-finding difficulties on oral reading and written language is explained. Corresponding technology applications are considered throughout. There is a field component focused on application of course content. Prerequisite(s): SPE 500. Co-requisite(s): None. 2 semester hours

SPE 526 - Expressive Language Difficulties: Impact on Academic Learning (2)

Differentiated assessment and instructional procedures are explored for students with Expressive Language Difficulties due to disability or second language learning. Focused on children and adolescents, this course provides a study of: 1) definitions/characteristics representative of this population; 2) theoretical models to explain/contrast Receptive and Expressive language processing in oral language, oral reading, and writing; 3) the impact of language difficulties on academic learning; 4) language-based differentiated assessment and instruction for classroom discourse, oral reading, and written language instruction; and 5) corresponding instructional technology applications. There is a field component focused on application of course content. Pre-requisite(s): SPE 500. Co-requisite(s): None. 2 semester hours

SPE 527 - Differentiated and Individualized Curriculum and Instruction (3)

This course is designed to address the formulation, implementation, and evaluation of individualized curriculum and instruction. Emphasis is placed on current best practices in individualizing curriculum and instructional methods for students with both high incidence and low incidence disabilities. The course will focus on a planning and implementation process for incorporating general education learning standards, differentiated instruction, adaptations to the general education curriculum, ecological assessment, IEP development, systematic instruction, self-advocacy and self-determination, and providing instruction in general education and community settings. All students will be required to complete 15 hours of fieldwork as part of this course. Prerequisite(s): SPE 500. Co-requisite(s): None. 3 semester hours

SPE 532 - Early Childhood Special Education Curriculum, Instruction and Methods (3)

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): SPE 500. 3 semester hours

SPE 533 - Early Childhood Special Education Diagnostic Assessment (3)

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): SPE 500, EPS 500 or EPS 511, SPE 532. 3 semester hours
SPE 534 - Early Childhood Special Education--Collaboration, Family and Community (3)

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): SPE 500, EPS 500 or EPS 511, SPE 532, SPE 533. 3 semester hours

SPE 544 - School Finance for Special Education Administrators (3)

This course enables future special education directors to understand special education financial management in the context of local, state, and federal finance frameworks. It addresses funding structures and procedures involved in planning, creating, managing, and justifying expenditures; budget development and management; fiscal accountability to stakeholders; stewardship of public dollars; maximization of funds; and procurement of contract services. Candidates learn how to meet programmatic and student needs within fiscal parameters. The director's role as intermediary between district and special education cooperative is analyzed within a systems perspective. Prerequisite(s): MAT, M. Ed., or C.A.S in Special Education. State of IL Professional Educator License endorsed for general administrative or principal. SPE 561. Co-requisite(s): None. 3 semester hours

SPE 545 - Assistive Technology (2)

This class will provide a hands-on examination of the use of instructional and assistive technology as it relates to teaching and learning and successful integration of students with disabilities. Included in this course will be exploration of hardware and software developed specifically for people with disabilities, as well as hardware and software that can be adapted for use with people with disabilities. Prerequisite(s): SPE 500, SPE 506. Co-requisite(s): None. 2 semester hours

SPE 546 - Foundations of Assistive Technology (3)

This course is the first of four which prepares students for the LBSII: Technology Specialist advanced level state certification. It introduces and develops key components of and influences on the changing discipline of assistive technology, including interactive learning theories, funding, legislation, school and home environments, systems change, leadership and advocacy, and professional development. Students are expected to complete a minimum of 15 hours of field experience as part of this course. Prerequisite(s): Learning Behavior Specialist I and SPE545 or its equivalent. 3 semester hours

SPE 547 - Assistive Technology for the Universal Design Classroom (3)

This course is designed to enable students to apply strategies related to the process of selecting, implementing, and interpreting assistive and instructional technologies, especially for children and youth with disabilities (e.g. learning disabilities, AD/HD, Asperger's Syndrome, cognitive challenges, behavioral problems). Students will learn to make connections between technologies, pedagogies, and curriculum through development of appropriate instructional programs. This course will help students become reflective participants in identifying effective research-based components in technologies and utilizing them in ways that fit the existing curriculum and pedagogical conditions of the educational settings. Students are expected to complete a minimum of 15 hours of field experiences as part of this course. Prerequisite(s): Learning Behavior Specialist I certification, SPE 545 or its equivalent. 3 semester hours

SPE 548 - Applications of Assistive Technology (3)

This course will provide a hands-on examination of assistive technology usage related to teaching and learning and successful integration of individuals with disabilities. Current technologies which can empower individuals with disabilities to access their total environment throughout the lifespan will be explored. The focus includes technology Applications of AT in the school, home, community, and workplace. Prerequisite(s): Learning Behavior Specialist I certification, SPE 545 or equivalent. 3 semester hours

SPE 549 - Legal Aspects of Administration and Supervision of Programs for Exceptional Children, Adolescents (3)

This course explores legal requirements unique to the role of Director of Special Education. The focus concerns legal, regulatory and ethical factors. It covers historical context and the framework of special education legislation and case law. Content includes an overview of major special education federal, state,
SPE 554 - Application of Learning Theories in Student Centered Learning Environments (3)

This course presents the current trends and theoretical perspectives in the application of a variety of educational theories as they apply to the individual needs of children with disabilities in the least restrictive environment. Candidates will analyze and apply a variety of learning theories in different educational settings that serve students with disabilities. By examining how theories and practices emerged, students will understand the developmental connection to the assessment and instructional practices they will use as teachers of students with disabilities. Fifteen hours of clinical experiences are required with this course. Prerequisite(s): Learning Behavior Specialist I or program consent. For candidates taking the entire LBS II Curricular Adaptations Specialist Sequence, this is the first course. 3 semester hours

SPE 555 - Differentiated Instruction in the Least Restrictive Environment (3)

This course focuses on models used to differentiate instruction in the least restrictive environment. Candidates will learn how to expand options for teaching strategies, instructional groupings, skill sequences, lesson formats, instructional environments, and educational materials. Candidates will examine ways to monitor and report student progress, incorporate therapies within the classroom, create a safe classroom climate, and effectively collaborate with colleagues, families, students, and the community. Candidates in this course will develop quality educational programming for students with a wide range of abilities, learning styles, gifts, and interests. Fifteen hours of clinical experiences are required with this course. Prerequisite(s): Learning Behavior Specialist I certification or consent of program. For candidates taking the entire LBS II Curricular Adaptation Specialist sequence, this is the third course. 3 semester hours

SPE 556 - Planning and Designing Responsive Learning Environments (3)

This course is designed to develop candidates' ability to collaboratively plan, design, implement and evaluate responsive learning experiences for students with disabilities in inclusive settings. Candidates will understand the importance of creating responsive learning environments to enhance the education of all students. Candidates will explore learning styles, cultural diversity and classroom teaching instructional strategies that enhance the learning of all students. Additionally, candidates will examine concepts related to disability in the context of diversity using both historical and current socio-political, philosophical, and psychological perspectives. They will further explore legislative, cultural and instructional implications for teaching students with disabilities in inclusive settings. Students are expected to complete a 15 hour clinical experience with this course. Prerequisite(s): Learning Behavior Specialist I certificate or consent of the program. For candidates taking the entire LBS II Curricular Adaptation Specialist sequence, this is the second course. 3 semester hours

SPE 560 - Organizational and Administrative Programs for Exceptional Students (2)

Study of organizational structures and processes in the field of special education. Emphasis on federal and state legislation and rules and regulations for special education as these relate to current administrative practice. Prerequisite: SPE 500 or consent of instructor. 2 semester hours

SPE 561 - Administration and Supervision of Programs for Exceptional Children, Adolescents and Young Adults (3)

This course explores the role administrative leadership and instructional supervision in the successful operation of a special education program. The course examines the nature and function of administrator and supervisor as instructional leaders and considers supervisory strategies that lead to organizational efficiency and effectiveness. Programmatic and academic solutions to unique problems are identified and discussed for possible implementation as they relate to exceptional children and adolescents. This course addresses special education laws and regulations, public and private organizations, personnel, budgets, delivery of service systems, collaboration, evaluation, accountability, parent relationships, and issues/trends in special education administration and supervision. Prerequisite(s): MAT, M.Ed., or CAS in Special Ed. and appropriate administrative certification, licensure or endorsement. Co-requisite(s): None. 3 semester hours
SPE 569 - Portfolio Development for Subsequent Certification (4)

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-1; or K-12 foreign language. A portfolio documenting knowledge and experiences encompassing the certification standards for the certificate being sought will be created. This course is required for all candidates seeking subsequent certificates through the focused program. Prerequisite(s): Valid Illinois certificate. 4 semester hours

SPE 570 - Language Minority Students with Disabilities (3)

This course examines educational assessments of language minority students with identifiable disabilities. A range of diagnostic approaches is considered and connected to specialized program design, curriculum adaptation, and teaching methodologies. Issues of bias in evaluation, placement decisions, parent involvement and inclusion in the regular classroom are emphasized. 3 semester hours

SPE 571 - Portfolio Development for MAT Degree Completion with Time Extension (1)

This course is designed for Master of Arts in Teaching candidates to document their knowledge and skills needed to complete the degree after the university’s six-year time limitation has expired. This course is for candidates who were enrolled in MAT degree programs in Early Childhood Education, Elementary Education, Secondary Education [science, social science, English/language arts, mathematics, K-12 foreign language], and in Special Education – LBS 1. Candidates will develop an online portfolio demonstrating their currency regarding knowledge and performance indicators for the content areas standards of educators in the degree program being pursued. Pre-requisite(s): Professional Educator License. Co-requisite(s): None. 1 semester hour

SPE 572 - Practicum I (2 OR 3)

This course familiarizes candidates with the field of special education and with the graduate special education programs of NLU. Candidates develop an initial understanding of learning environments that are accessible to and engage all P-21 students with disabilities. The range of roles and dispositions of the special education teacher is explored, with an emphasis on classroom and school-wide responsibilities, and collaboration with families and school professionals. The candidate is introduced to assistive technologies that support P-21 student learning, and to basic technologies that assist development and demonstration of their own professional competencies. For MAT candidates: 3SH (20 hours in field required); for MEd candidates: 2 SH (no field requirement). Pre-requisite(s): Admission to NCE and either the Special Education MAT or M.Ed. Program SPE 500, SPE 506; passing of TAP test. Co-requisite(s): None. 2 or 3 semester hours

SPE 573 - Differentiated and Inclusive Curriculum & Instruction I (3)

This course focuses on planning and implementing differentiated and inclusive curricula and instruction as related to the general education curriculum and legal requirements. Emphasis is placed on transition and comprehensive person-centered planning, self-determination, vocational instruction, functional and life-skills curriculum development and implementation, task analysis, and errorless learning strategies. Candidates will use present levels of performance to develop Individualized Education Plan (IEP) goals; objectives/benchmarks related to Illinois Learning Standards and Individuals with Disabilities Education Act (IDEA) requirements are incorporated into instructional planning. Prerequisite(s): SPE 500, SPE 501, SPE 502 or SPE 526, SPE 507, SPE 508, SPE 523, SPE 572. Non-MAT candidates register for this course through their advisor. Co-requisite(s): None. 3 semester hours

SPE 574 - Differentiated and Inclusive Curriculum & Instruction II (3)

This advanced course expands on the planning and implementing of inclusive curricula and instruction as related to the general education curriculum and legal requirements. Emphasis will be placed on developing lessons and integrated thematic units across general education content areas and the Illinois Learning Standards, (e.g., science, social studies, mathematics, and language arts) from a Universal Design for Learning (UDL) perspective and incorporating IEP objectives/benchmarks. Topics include differentiated instruction, accommodations and modifications, and the Understanding by Design framework. Prerequisite(s): Admission to NCE and the Traditional Special Education Program, SPE 500, SPE 501, SPE 506, SPE 509, SPE 573. Co-requisite(s): None. 3 semester hours

SPE 575 - Subsequent Certification Practicum (3 TO 6)

This course is designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in special education. The candidate will be required to complete between 75 and 150 hours in a classroom setting that is represented in the
SPE 576 - Practicum 2: Curricular Content Strategies for the Inclusive Classroom (3)

This course focuses on scope, sequence, planning, and implementation of language arts, reading, math, science, and social studies curricula for diverse learner classrooms. Emphasis is placed on developing lessons and integrated thematic units across general education content areas and the Illinois Learning Standards, (e.g., science, social studies, mathematics, and language arts) from a Universal Design for Learning (UDL) and Differentiated Instruction (DI) perspective. Innovative curricular strategies are taught, emphasized, and incorporated into planning. Methods for addressing Individual Education Plan (IEP) goals/objectives/benchmarks and learning targets in an inclusive education model are covered. For learners needing further learning supports, accommodations and modifications are applied to curriculum 20 field hours are required. Prerequisite(s): SPE 500, SPE 501, SPE 502 or 526, SPE 506, SPE 507, SPE 508, SPE 509, SPE 523, SPE 572. Co-requisite(s): SPE 573. 3 semester hours.

SPE 580 - Workshop/Special Education/Contemporary Issues (1 TO 6)

1-6 semester hours

SPE 581 - Workshop/Special Education/Parents and Community (1 TO 6)

1-6 semester hours

SPE 582 - Workshop/Beginning Special Education Teachers (2)

2 semester hours

SPE 583 - Workshop/Special Education/Assessment (1 TO 6)

1-6 semester hours

SPE 584 - Workshop/Special Education/Instructional Practices (1 TO 6)

1-6 semester hours

SPE 587 - Seminar/Teaching Children and Adolescents with Special Needs (1 TO 6)

This course serves as a personal professional learning community in an ongoing experience in the special education graduate program for candidates in traditional residency or alternative teacher licensure programs. Participants integrate theory and practice in authentic settings with children and adolescents challenged with special needs. Candidates develop Individualized methods of collaboration between general and special education teachers and related service personnel and actively establish parental and community connections. The collaborative-consultation model is practiced through supervised experiences. Candidates develop and complete their eportfolio, Impact on Student Learning Analysis, Lesson Study as well as the edTPA. Pre-requisite(s): Admission to RTP or ATL SPE program; SPE 500. Co-requisite(s): None. 0.5-6 semester hours

SPE 590 - Special Education Clinical Internship (2 OR 3)

This course is designed to be a practical application of the formulation, implementation, and evaluation of individualized curriculum and instruction. It reflects the main information, guidelines, and methods gleaned from the special education courses taken throughout the masters program. This culminating experience is an in-depth program of the entire educational process with two different students with high incidence special needs. Such an experience includes: administering an appropriate initial assessment, developing an Individualized Educational Plan that links back to the assessment findings, writing connected lesson plans, conducting method modifications, diagnostic teaching, progress report writing, and parent conferences. 2-3 semester hours

SPE 590A - Learning Behavior Specialist II Internship (1 TO 3)

This internship is required for all candidates seeking a LBSII Certificate. The seminar provides the candidates an opportunity to describe and reflect upon their knowledge, skills, and dispositions for teaching; to evaluate and integrate theory and practice; to examine implications of practice for themselves, students, and community; and apply information learned in the LBSII coursework. Candidates may enroll in the internship for one semester hour for three terms in conjunction with other LBSII courses or can take it for 3 credits. Students may repeat this course for up to 3 credits for each LBSII program. Prerequisite(s): Learning Behavior Specialist I Certification. This would be the final internship for LBSII candidates after taking three courses for either LBSII Curricular Adaptation
Specialist or LBSII Assistive Technology Specialist. 1-3 semester hours

SPE 592C - Practicum/Teaching Children and Adolescents with Special Needs (2 TO 6)

This course serves as the culminating experience in the traditional special education graduate M.A.T. and M.Ed. programs. Candidates are given opportunities to integrate theory and practice, and to engage in best practices with children and adolescents with disabilities. Individualized Educational Plans (IEPs) for selected students are developed in collaboration with the cooperating teacher, and candidates design and implement related instruction. Candidates explore effective methods of collaboration between general and special education teachers and related service personnel and actively establish parental and community connections. The collaborative-consultation model is practiced through supervised experiences. Pre-requisite(s): Completion of all special education course work (listed below); Admitted to MAT, MED, or Alternative Certification programs in Special Education; Consent of the students' advisor and practicum coordinator. Application for practicum must be made in writing as determined by program guidelines and procedures. Tests # 155 AND # 163 (LBS I and Content Test) must be passed prior to placement. Student may not have any deficiencies in course work requirements. For all candidates, average grade of B or better in SPE 501, SPE 502 or SPE 526, SPE 506, SPE 507, SPE 508, SPE 509, SPE 523, SPE 573, SPE 574. For MAT candidates completion of: SPE 500, ESP 511, FND 510; average grade of B or better in SPE 500, SPE 502 or SPE 526, SPE 506, SPE 507, SPE 572. For MED candidates completion of: EPS 541, ESR 505, FND 511; average grade of B or better in SPE 502 or

SPE 594 - Independent Study/Special Education (1 TO 3)

Provides graduate students in a special education degree program an opportunity to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical school problem. Special forms may be obtained from the Graduate Administrative Office and must be signed by the student's instructor, faculty advisor, department chair, and associate dean of the graduate school. On-campus registration. Prerequisite: Degree status in Special Education. 1-3 semester hours

SPE 595 - Special Topics/Special Education (2)

2 semester hours

TIE - Technology in Education

TIE 300 - Introduction to Technology in the Classroom (3)

This is an introductory survey course with emphasis on technology skill development and appropriate ways to use technology across the curriculum with a focus on the early childhood and elementary classrooms, including the needs of special education students. Students learn computer literacy and its use in education through hands-on activities, involving word processing; presentation software; graphics and instructional software; basic web design; and Internet resources, including the "cloud" and interactive online tools. Students create technology projects and discuss and reflect on effective integration strategies for utilizing those projects in the classroom, with computers and other digital devices. Pre-requisite(s): None. Co-requisite(s): None. 3 quarter hours

TIE 512 - Students Using Technology for Inquiry Learning and Problem Solving (2)

This course will examine and evaluate the role of computers and other technologies in facilitating the development of problem solving and higher order thinking skills. Students will review research on teaching problem solving with technology and survey their own district's status on this issue. Using a theoretical framework, students will critically review problem solving software or materials and then develop and teach a unit of study utilizing appropriate technologies as well as off-line activities and materials. Prerequisite(s): TIE500 or evidence of meeting NETS-T standards as approved by TIE program director. 2 semester hours

TIE 515 - Critical Educational Technology Issues in Historical, Philosophical, and Policy Contexts (3)

In this course, candidates examine social, cultural, political, and economic factors that have historically affected technology integration and access in educational environments as well as those factors operating currently. These factors are examined in relation to candidates' personal, professional and social identities and experiences. Candidates engage in ongoing discussion of and reflection on roles and responsibilities of educators who construct and implement technology-enriched learning environments, develop resources and plans for supporting their own ongoing professional development, evaluate projects designed to promote cross-cultural awareness, and identify obstacles to effect technology integration in their local contexts. Pre-requisite(s): TIE500 or completion of the National Technology Standards for Teachers (NETS-T) survey. Non-TIE majors who wish to register for this course must have prior permission of instructor. Co-requisite(s): None. 3 semester hours

TIE 532 - Applications of Technology in Schools (2 OR 3)
This course provides the educator with an overview of personal computer hardware, software, and connectivity. The emphasis is on understanding how computers work and interface with networks and use peripheral devices to enhance student learning. Topics include computer logic; planning, selection and utilization of personal computer devices, networks, and peripherals; hardware, network, and software troubleshooting and maintenance; and procurement. Students explore ways of working with technology support personnel to maximize the use of technology resources to improve student learning. Students research, evaluate, and develop a needs assessment and a proposal used to determine what specifications are needed to fulfill district/school requirements. Prerequisite(s): TIE 500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T). Non-TIE majors who wish to register for this course must have prior permission of instructor. 2 or 3 semester hours (consult department)

TIE 533 - Technology Based Analysis and Databased Decision Making (2)

This course will explore the use of productivity tools and instructional software for curricular and administrative applications. Students will use advanced features of productivity tools to evaluate artifacts and data for instructional decision-making, and they will use the knowledge base on integrating technology to guide application of specific strategies in support of problem-based curricula. In addition, students will assist one or more teacher(s)/colleague(s) in using recommended tools and strategies. Prerequisite(s): TIE 500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T). Co-requisite(s): None. 2 semester hours

TIE 535 - Designing Active Learning Environments with Innovative Technologies (1 TO 3)

This course introduces participants to using instructional design and technology integration theories to create active learning environments. The major components of instructional development models will be presented, with an emphasis on applying technology to instruction and learning. Additionally, this course focuses on the latest research based educational technology tools and trends to support active learning, including online and mobile technologies. Prerequisite(s): TIE 500 or completion of the National Educational Technology Standards for Teachers (NETS-T) survey. Non-TIE majors who wish to register for this course must have prior permission of instructor. Co-requisite(s): None. 1-3 semester hours

TIE 536 - Integrating Technology across the Curriculum (3)

This course focuses on strategies for integration of technology into classroom practice. Students will explore a variety of teaching strategies and pedagogical approaches for implementing technology across the curriculum. Students design and implement lessons demonstrating appropriate ways to use technology to meet existing curricular objectives and to expand curricular options. Students design and implement professional development plans for helping other teachers develop these skills. Students are expected to complete a minimum of 15 hours of field experiences as part of this course. Student may not receive credit for both TIE 535 and TIE 536. Prerequisite: TIE 533, TIE 544, and TIE 542 or their equivalent. Non-TIE majors who wish to register for this course must have prior permission of instructor. 3 Semester Hours

TIE 542 - Designing Internet Resources for Teaching and Learning (3)

This course reviews planning, designing, managing and evaluating Internet resources used in educational settings, including collaborative and social networking sites. Learners create web sites using web development tools, and participate in online collaborative curricular projects and team activities to build samples of web-based instruction. Prerequisite(s): TIE 544 or equivalent as approved by program director or advisor. Non-TIE majors who wish to register for this course must have prior permission of instructor. Co-requisite(s): None. 3 semester hours

TIE 544 - Curriculum Applications of Multimedia Authoring (3)

In this course, students use authoring tools to develop multimedia/hypermedia learning activities, applying instructional design principles. Students will select and create digital images and video to represent information and communicate ideas that will be used in a curricular application to meet diverse P-12 student needs. Students review trends, research, and copyright issues in use of multimedia authoring in educational settings. Students apply concepts and knowledge to assist P-12 students and teacher colleagues in using authoring tools, considering both instructional and assessment strategies. Prerequisite(s): TIE 532. Non-TIE majors who wish to register for this course must have prior permission of instructor. 3 semester hours

TIE 550 - Desktop Publishing for the Classroom (1)

Students will use desktop publishing software to prepare school newsletters, instructional materials and other desktop publishing products that are useful
TIE 553 - Computer Images and Videos as Classroom Resources (1)

Students will select and create visual images to represent information and communicate ideas. They will use color scanners, digital cameras, video digitizers, photo CD’s, video editing software, image capturing software and download photos and movies from online services. The resulting images and video will be integrated into a variety of educational applications. Prerequisite: TIE 500 or equivalent. 1 semester hour

TIE 558 - Exploration of Technology as an Instructional Tool (1)

This course will flow from the national and Illinois technology standards for teachers and students. It will cover the rationale for using technology in the classroom as well as examples for teachers from websites, software, and other professional resources. Prerequisites: Students must begin the course with the following competencies: Ability to create a well-formatted document using a word processor, create multimedia presentation using presentation software, use a spreadsheet program to track data and create graphs, and navigate web pages and use search engines to find information on the web. 1 semester hour

TIE 575 - Leading Staff Development in Educational Technology (3)

This course helps educators to identify resources, plan and design experiences, and create materials for leading effective professional development activities related to technology integration into K-12 teaching and learning. Candidates will explore effective staff development models, apply skills in conducting staff development, and critique/reflect on improving approaches to instructional and mentoring experiences. Each candidate is to complete at least 15 hours of clinical experiences in professional development. Prerequisite(s): TIE 500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T) as approved by the TIE Program Director; and 8 additional semester hours of TIE coursework. 3 semester hours

TIE 583 - Workshop/Technology in Education/Contemporary Issues (1)

1 semester hour

TIE 584 - Workshop/Technology in Education/Curriculum Materials (1)

1 semester hour

TIE 585 - Workshop/Technology in Education/Instructional Practices (1)

1 semester hour

TIE 587 - Workshop/Computer Education/Programming (2)

2 semester hours

TIE 592 - Portfolio Development Seminar (1)

The Technology in Education portfolio is required of all M.Ed., M.S.Ed. and C.A.S. students. It will document your professional growth as you proceed through the Technology in Education Graduate Program. Portfolio seminar instructors will assist you in organizing the selected contents of your portfolios. Seminars will consist of five 3 hour sessions conducted during your two year study of the program. During the seminars, you will have time to edit, share, and discuss your portfolio pieces. The first session is to be held within the first six semester hours. The last meeting will be held during the quarter in which Seminar in Technology in Education (TIE 593) is taken. Students will enroll for the Portfolio Seminar credit during that quarter. 1 semester hour

TIE 593 - Seminar in Technology in Education (3)

This course provides a culminating experience for students in the Technology in Education program. Emphasis is on current trends and issues, seminal readings, and research findings related to the use of technology in education. Issues related to curriculum planning, program development and evaluation, and staff development at the school and district level will be addressed. Students are required to complete a minimum of 15 hours of field experiences as part of this course. Prerequisites: Completion of 12 semester hours of Technology in Education courses, including TIE 535. M.Ed. and M.S.Ed. students should also have completed ESR 506 and ESR 507. This course is open only to TIE majors. 3 semester hours

TIE 594 - Independent Study/Technology in Education (1 TO 3)

Independent study provides an opportunity for degree-seeking students to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical school problem. 1-3 semester hours

TIE 595 - Selected Topics/Technology in Education (1 TO 5)

1-3 semester hours

TIE 599X - Thesis Continuation (0)
Continuous registration required until thesis is complete. Prerequisite(s): Masters standing, consent of instructor, and prior registration for the required number of hours in TIE 599. 0 semester hours

**TLA - Teaching Learning Assessment**

**TLA 515 - Overview of the NBPTS and Planning for Related Instructional Activities (2)**

This course inducts educators into the process of NBPTS candidacy. Examination of available NBPTS certificates, core propositions, and standards begins the journey. Instructional practices that support the four entries and six assessment center tasks are explored. Discussions of suitable classroom practices and activities to the candidacy requirements of the various certificates build the foundation for continued growth and advancement through the process. Pre-requisite(s): Eligibility for meeting NBPTS standards to become a candidate. Co-requisite(s): None. 2 semester hours

**TLA 516 - Preparation of Entries for NBPTS (3)**

This course expands the candidates’ capacity in observation, interpretation and analysis. In videotape sharing, candidates enact lessons, implement instructional strategies, focus on student learning in large and small group settings and present evidence of student growth in the content being featured. In the analysis of student work, candidates demonstrate their knowledge of developmental stages of learning, their interventions when they observe miscues or misconceptions, and their reflections on the work being evidenced. Prerequisite(s): Evidence of a candidate number from NBPTS. Co-requisite(s): None. 3 semester hours

**TLA 517 - Portfolio Entries and Assessment Center Preparation for NBPTS (2)**

As a continuation of the previous course, students will complete their work for the remaining entries for submission to NBPTS. Candidates will continue to expand their content knowledge, examine current trends and topics in their fields, and exchange techniques and strategies in anticipation of the six assessment center exercises. They will construct a conceptual framework to situate their practice their assessment of student progress, and design for instruction. This exploration will equip candidates to analyze assessment prompts, determine significant information, and write coherent responses. Prerequisite(s): TLA 516 or consent of instructor. Co-requisite(s): None. 2 semester hours

**TLA 530 - Supporting Teaching and Learning Through Mentoring and Coaching (3)**

This course examines learning about theories of leadership, and how mentoring and coaching improve teaching and learning. Participants acquire mentoring and coaching competencies, including creating collegial relationships, building learning communities, communicating effectively, problem-solving, engaging in conflict resolution, facilitating learning and accountability, and functioning as a leader motivator in systems of change. Participants apply these competencies to real-world school contexts through 45 hours of clinical experiences. Pre-requisite(s): Admission to the Teacher Leader program, or permission of program director. Co-requisite(s): None. 3 semester hours

**TLA 535 - Teacher as Leader Seminar I (1)**

This seminar is designed to explore several roles that teacher leaders engage in, such as classroom leader, team leader, school leader, organization leader, professional leader and researcher. Seminar participants will examine issues related to group dynamics, motivation, communication, and human relations. An essential element of this course is the cultivation of skills and strategies for a teacher leader who is well versed in adult learning theory and uses that knowledge to create a community of collective responsibility within his or her school. In promoting this collaborative culture among fellow teachers, administrators, and other school leaders, the teacher leader ensures improvement in educator instruction and, consequently, student learning. Candidates will be required to complete 15 clinical hours. Pre-requisite(s): Admissions to the Teacher Leader program. Co-requisite(s): None. 1 semester hour

**TLA 536 - Teacher as Leader Seminar II (1)**

This capstone seminar requires participants to synthesize their learning by demonstrating how this learning was applied to classrooms and schools to improve the quality of student learning outcomes and school leadership. Essential elements of this course include cultivation of skills and strategies for effective leadership, establishing school-wide policies and programs, enhancing teaching and learning, and facilitating communications and community relations. Pre-requisite(s): Grade of B or higher in TLA 535 and TLA 530. Co-requisite(s): None. 1 semester hour

**TLA 541 - Assessing Teaching and Learning: Introduction to Assessment (2)**

Candidates will examine a wide variety of philosophical and practical approaches to school-based assessment. They will learn basic psychometric concepts (e.g. standardized tests; reliability and validity; and formative and summative evaluation) and understand historical and current assessment practices to systematically critique, apply, and
interpret various assessment practices relevant to their district, schools, and classrooms. Candidates will focus on how the use of a variety of assessments in their classrooms can highlight student and classroom learning and needs and direct curriculum and pedagogical choices. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

**TLA 542 - Linking Assessment of Teaching and Learning: Field Study (2)**

This course builds upon concepts, strategies, and assessment practices introduced in TLA 541, Assessing Teaching and Learning: Introduction to Assessment. Candidates will choose to study in depth a situation or issue of their choice in their own classroom, school or district and will develop a plan of action with the goal of improving assessment, instruction, and student learning in their setting. The plan will include engaging in relevant reading and identifying additional relevant resources, developing an assessment or series of assessments, collecting and interpreting the data, and communicating the results, or similar activities, as approved by the instructor. Pre-requisite(s): TLA 541. Co-requisite(s): None. 2 semester hours

**TLA 543 - Reflecting on Teaching, Learning and Assessment (2)**

This is the culminating course in sequence with TLA 541 and TLA 542 and is closely linked to the four action research courses. This course is the candidate’s final synthesis and reflection on the work he or she has accomplished through the action research and the assessment work, plus an opportunity to share this work with a wider audience. Candidates will analyze and reflect upon their assessment practices in relation to student growth, and link their work to the research of others. Candidates will document their understandings and communicate the results in a variety of ways. Pre-requisite(s): TLA 541, TLA 542. Co-requisite(s): None. 2 semester hours

**TLA 578 - Developing School Cultures (2)**

Candidates will understand group theories experientially by studying the group dynamics of the cohort and their own schools in relation to systems theory and social psychology. They will learn how to place themselves in their school systems as facilitators, evolving change agents, and leaders advocating for improving education for all learners. Candidates will explore methods for constructing and collaborating with others to sustain respectful and democratic learning environments in the cohort, their school teaching teams, learning environments, districts, and local and online communities. Prerequisite(s): None. Co-requisite(s): None. 2 semester hours

**TLA 579 - Engaging with Critical Multicultural Perspectives (3)**

This course guides teachers in examining their values, beliefs, dispositions and biases regarding their own cultural identity and that of others. Candidates critically analyze factors of cultural diversity within a variety of social environments and institutions and through a variety of curriculum resources and guided field observations. Within the framework of critical pedagogy theory, candidates evaluate how intercultural intersections of race, ethnicity, nationality, socio-economic status, gender, religion, language, and sexual orientation impact relations among people and access to quality education. Candidates develop practical, pedagogical strategies that empower their students and themselves to become change agents in their own multicultural environments. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**TLA 588 - Constructing Curriculum for Engaging the Whole Learner (3)**

Candidates examine the theoretical, historical, multicultural, social, and political foundations of curriculum which serve as frameworks for examining the curriculum and instruction experienced by students and teachers in classrooms. The course consistently investigates the personal dimensions of curriculum decision making and instructional methodology as contexts for interpreting these frameworks. Specific topics include integrated assessment, classroom management, brain-based strategies, differentiated instruction, student motivation, and the roles of emotion, movement, and artistic expression in learning. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**TLA 589 - Differentiating for Diverse Learners (3)**

This course addresses the characteristics of a differentiated classroom, curriculum adaptations to the needs of various learners, instructional strategies that support differentiation, and the development of learning environments for diverse learners. An understanding of social, emotional, cognitive, and physical development of children lays the groundwork for the differentiated classroom. Learning styles of students, cultural background, linguistic differences, gender, and social class are explored to deepen understanding and guide classroom practice. Instructional strategies are articulated that target different levels of student learning and understanding. The course will be examined through the values of equity. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**TLA 591 - Meeting Complex Challenges of Contemporary Classrooms/Field Study (2)**
This action-based course encourages candidates to conduct an organized exploration of a topic, issue, or problem related to their current field of work (e.g., classrooms, schools, communities, and/or other learning environments). Candidates are encouraged to move beyond their commonly held beliefs and practices in order to grow professionally and to more effectively address the increasingly complex challenges of contemporary work environments. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours

TLA 594 - Examining Curriculum Perspectives/Independent Study (2)

The purpose of this independent study is to provide candidates the opportunity to investigate a topic, issue, or problem with singular focus and depth that is related to their understanding of curriculum and/or instruction. The topic of choice may or may not be directly linked to a candidate’s immediate classroom assignment and practice, but should be of relevance to his or her individual goals and professional aspirations as a teacher. Pre-requisite(s): None. Co-requisite(s): None. 2 semester hours
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