

# **National-Louis University**

## **2004-2005 Graduate Catalog**

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**College of Arts and Sciences**  
**College of Management and Business**  
**National College of Education**

**Excelling since 1886 as National College of Education**

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## Illinois Campuses

### Chicago Campus

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

### Elgin Campus

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

### Evanston Campus

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

### Wheaton Campus

200 S. Naperville Road  
Wheaton, IL 60187-5422  
630/668-3838  
FAX 630/668-5883

### Wheeling Campus

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

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## Campuses in Other Locations

### Florida Regional Campus

#### Tampa Site

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

### Milwaukee/Beloit Campus

#### Milwaukee Site

1110 N. Old World Third Street, Suite 300  
Milwaukee, WI 53203-1100  
414/272-2658  
FAX 414/227-1377

#### Beloit Site

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

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

#### McLean Site

8000 Westpark Drive, Suite 125  
McLean, VA 22102-3105  
703/749-3000  
FAX 703/749-3024

#### Washington, D.C. Site

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

### Nowy Sacz, Poland Campus

#### WSB-NLU

ul. Zielona 27  
33-300 Nowy Sacz  
Poland  
T +48 18 449 9102  
F +48 18 449-9121  
[www.wsb-nlu.edu.pl](http://www.wsb-nlu.edu.pl)

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(above) Elizabeth Harrison (left), founder and first president of our university (1886-1920), with Edna Dean Baker, student in class of 1908 and second university president, 1920-1949. When Elizabeth Harrison founded NLU in Chicago in 1886, she named it Miss Harrison's Training School.

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



(left) The tradition of the Daisy Chain at our university began in 1923 when sophomores, lined by a chain of fresh daisies and dressed in white, escorted the seniors down the aisle at Commencement. This photo is of the 1948 Daisy Chain.



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

# Our University: The History of National-Louis University

“The real end of education is individual growth, and the right use of that growth is in the service of humanity.”  
– National Louis University founder, Elizabeth Harrison, in *Sketches Along Life’s Road*

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(above) Our university changed its name to National College of Education in 1930. National College of Education was the first Illinois institution to offer the bachelor’s degree for elementary teachers.



(above) 1953-54 class of freshmen at our Evanston campus



(left) Michael W. Louis of Wilmette, Illinois, is the largest benefactor in the university’s history. His \$33 million gift, announced in June of 1989, was the catalyst for the institution to become National-Louis University. The university was renamed National-Louis in 1990 in honor of Louis. Today, National College of Education, the College of Management and Business, and the College of Arts and Sciences comprise National-Louis University. Michael Louis died on Thursday, July 31, 2003 in Scottsdale, Arizona at the age of 72.



(above) A generous gift from Mary and Foster McGaw in 1972 enabled the broad expansion of the National College of Education’s graduate programs and led to greatly increased professionalization of educational leadership.



(left) In 1999 National-Louis relocated its flagship campus to a historic building in downtown Chicago at 122 South Michigan Avenue.



## President's Welcome



OFFICE OF THE PRESIDENT

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## NATIONAL-LOUIS UNIVERSITY

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### Fundamentals of Freedom

Dear National-Louis Student:

“Learned institutions ought to be favorite objects with every free people,” said James Madison in 1822. “They throw that light over the public mind which is the best security against crafty and dangerous encroachments on the public liberty.”

In our democratic society, it is more important than ever for citizens to have the ability to think critically and clearly about the issues that face us. In today’s rapidly changing economy, knowledge has become the single most important commodity for all of us. Thus, the most important skill becomes the ability to learn, throughout one’s career, throughout one’s life.

I welcome you to National-Louis University, the place where, in 1886, we began as a place committed to the process of learning as our core mission – the teaching of teachers. Although our programs have expanded since then through all branches of education into business and the liberal arts, we remain committed to the fundamental value of effective teaching and collaborative learning.

All of us at National-Louis University welcome you and pledge our support in your journey of discovery.

Sincerely,

Curtis L. McCray  
*President*





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## Statement of Mission

The mission of National-Louis University is to develop highly competent and humane individuals to serve and lead in an increasingly diverse and global society. Central to this mission is a commitment to life-long and active engagement in learning. As an independent, not-for-profit university that values teaching, NLU links tested theory and practice with the ongoing experiences of its students. NLU is sensitive to the changing needs of society and is responsive to the students and publics it serves.

### Purposes

In addition to the mission, the University is defined by a set of key institutional purposes. The University endeavors to:

1. Educate individuals for service and leadership through academic programs at the prebaccalaureate, bachelors, masters, advanced certificate, specialist, and doctoral levels.
2. Sustain a university environment which optimizes learning and inquiry for students and faculty.
3. Continuously monitor and assess both student academic progress toward NLU's educational purposes and the quality of academic programs and services.
4. Emphasize the development of individuals and organizations through innovative programs locally, nationally and internationally.
5. Support teaching, scholarly activity and service that lead to the integration of theory and practice.
6. Maintain a deep sense of community in the institutional, instructional, collegial, and scholarly lives of NLU faculty, staff and students.

## National-Louis University: A Brief History

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

The institution was founded as National College of Education in 1886 by Elizabeth Harrison, a pioneer in elementary and early childhood education. Under Harrison's leadership, National College of Education championed the concept of kindergarten teaching in America and was one of the first teacher's colleges in the country to offer a four-year program culminating in the bachelor of education degree. National College of Education also was instrumental in the founding of the PTA and later played a major role in launching the national Head Start program.

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

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

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

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

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

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

## Accreditation

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

## State Approvals

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

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

Virginia: The University is approved to operate in Northern Virginia by the State Council of Higher Education for Virginia.

District of Columbia: The University is licensed to operate in Washington, D.C. by the Education Licensure Commission of the District of Columbia.

Wisconsin: The University is licensed to operate by the Educational Approval Board and has approval from the Department of Public Instruction for selected course work for the continuing education of teachers. In addition, the Wisconsin Department of Public Instruction recognizes the Administration and Supervision program for administrative licenses and the Master of Arts in Teaching in Elementary Education, Special Education, and Secondary Education for initial teacher certification.

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

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

The M.Ed. in Interdisciplinary Studies in Curriculum and Instruction does not provide for teacher certification by the Florida Board of Education. It is intended only for teachers who already hold certification. Additional information regarding NLU may be obtained by contacting the Commission at: 2650 Apalachee Parkway, Suite A, Tallahassee, Florida 32301. Toll free phone number: 888/224-6684.

Poland: The University is approved by the North Central Association of Colleges and Schools to offer the Bachelor of Science in Management and the Master of Business Administration to foreign nationals.

## Membership List

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

AACSB

AIEA Association of Independent Educational Administrators

AILACTE Association of Independent Liberal Arts College

American Association of Colleges for Teacher Education

American Association of Collegiate Registrars and Admissions

Officers

American Association of University Women

American Council on Education

American Library Association

American Payroll Association

American Counseling Association

ASCD Association for Supervision

Association for Gerontology

Association for Institutional Research

Association for Supervision and Curriculum Development

Association Forum of Chicago

Association of College Administrators

Association of College and Research Libraries

Association of Governing Boards

Association of Physical Plant Administrators

ATE – Association of Teacher Educators

Bolingbrook Chamber of Commerce

CAAD – Chicago Area Admission Directors

CAEL – Council for Adult & Experienced Learning

Cardinal Area Chamber of Commerce

CCAC – Chicago Central Area Committee

CCADE – Council of Chicago Area Deans

Chicagoland Chamber of Commerce

Child Care Workforce Alliance

City Club of Chicago

College and University Personnel Administrators

Corporate University Consortium

Council for the Advancement of Experiential Learning

Council on Law in Higher Education

Crystal Lake Chamber of Commerce

D.C. Chamber of Commerce

Dekalb Chamber of Commerce

Donors Forum

Elgin Area Chamber of Commerce

Elmhurst Chamber of Commerce

Evanston (Illinois) Chamber of Commerce

Experiential Learning Assessment Network

Fairfax County Virginia Chamber of Commerce

Federation of Independent Illinois Colleges and Universities

Fox Valley Educational Alliance

Government College Relations Council

Greater St. Charles Area Chamber of Commerce

Gwinnett Chamber of Commerce

IATEPC

ICBCHE

IIACBE

ILAECTE

Illinois Association of College Admissions Counselors

Illinois Association of Colleges for Teacher Education

Illinois Association of Collegiate Registrars and Admissions

Officers

Illinois Head Start Association

Illinois Library Association

Illinois Library Computer Systems Organization

Illinois Reading Council

Institute of Educational Research

Manatee Chamber of Commerce

Metropolitan Milwaukee Association

# Campuses

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*Chicago, Illinois*



*Elgin, Illinois*



*Wheeling, Illinois*



*Evanston, Illinois*



*Wheaton, Illinois*



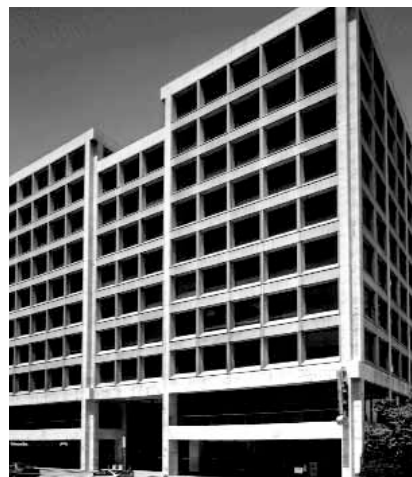
*Milwaukee/Beloit, Wisconsin*



*Nowy Sacz, Poland*



*McLean, Virginia*



*Washington, DC*



*Florida Regional Campus*

NALS  
 Naperville Chamber of Commerce  
 National Association of College and University Business Officers  
 National Association of Foreign Student Advisers: Association of  
 International Educators  
 National Association of Independent Colleges and Universities  
 National Association of International Educators  
 National Association of Student Financial Aid Administrators  
 National Association of Student Personnel Administrators  
 National College Testing Association  
 National Education Association  
 National Middle School Association  
 National University Continuing Education Association  
 NCATE  
 NCTE  
 North Central Association of Colleges and Schools  
 North Suburban Higher Education Consortium  
 North Suburban Library System  
 Northern Illinois Business Association  
 Northwest Suburban Association of Commerce  
 Polish American Chamber of Commerce  
 Rockford Area Chamber of Commerce  
 SASFAA  
 Society for College and University Planning  
 South Tampa Chamber of Commerce  
 St. Petersburg Chamber of Commerce  
 Tampa Bay Higher Education Alliance  
 Tampa Chamber of Commerce  
 The College Board  
 Virginia Association of Collegiate Registrars and Admissions  
 Officers  
 Virginia Association of Student Financial Aid Administrators  
 Washington Educational Coalition for Adults Returning to  
 Education  
 Washington, DC Chamber of Commerce  
 West Suburban Higher Education Consortium  
 Wheaton Chamber of Commerce  
 Wheeling (Illinois) Chamber of Commerce  
 Wilmette (Illinois) Chamber of Commerce

## Service Members Opportunity Colleges (SOC)

National-Louis University participates in the SOC program. For more information contact Tom Gross (703/394-6909).

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## Facilities

### Chicago Campus

National-Louis University's main campus occupies five floors of a historic landmark office building at 122 South Michigan Avenue. Facilities include classrooms, developmental skills laboratories, library, bookstore, computer laboratories, and the Language Institute.

The campus location in the heart of Chicago's active downtown area creates an ideal setting for programs in the College of Arts and Sciences, National College of Education, and the College of Management and Business, the latter of which is based at the Chicago Campus. This campus also houses the Language Institute serving students for whom English is a second language. Situated across the street from the Art Institute of Chicago, and one block south from Goodman Theater, Orchestra Hall, and scenic Grant Park, the campus is within walking distance to these and other Chicago cultural and recreational activities.

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

### Elgin Campus

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

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

Programs available through the College of Arts and Sciences are the Bachelor of Arts in Applied Behavioral Sciences (in an accelerated learning format), the Bachelor of Arts in Human Services, and the Bachelor of Arts in Psychology. Offered at the graduate level are in the Master of Science in Human Services with a counseling concentration, the Master of Arts in Psychology, and the Master of Arts in Adult Education.

The College of Management and Business offers the Bachelor of Science in Management, the Master of Business Administration and the Master of Science in Managerial Leadership, presented in an accelerated learning format.

National College of Education offers undergraduate and graduate programs. Students have the opportunity to complete either an undergraduate or graduate degree and earn Illinois State elementary teaching certification. For practicing teachers, several graduate programs are available.

## 14 **Evanston Campus**

The Evanston Campus sits on five acres on the border of the northern Chicago suburbs of Evanston and Wilmette at 2840 Sheridan Road.

Academic facilities are housed in Keck Hall and Sutherland Hall. Keck Hall, renamed after long-time Board of Trustee Chairman Robert C. Keck, also is the home of the Weinstein Center for Performing Arts, renowned on the North Shore for attracting leading musical and dance performers. Sutherland Hall contains the University Library and the Baker Demonstration School, a laboratory school serving preschoolers through eighth graders. Additional administrative and academic offices are located in former private residences surrounding the main building.

The Evanston Campus also is the site of the Baker Residence Hall which houses faculty offices and living areas for undergraduate students and those who serve and work with them.

## **Florida Regional Campus**

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

In Florida, National-Louis University currently offers: the Bachelor of Arts in Applied Behavioral Sciences, the Bachelor of Science in Health Care Leadership, the Bachelor of Science in Management, the Master of Science in Management, the Master of Business Administration, the Master of Arts in Teaching in Elementary Education, the Master of Education in Interdisciplinary Studies in Curriculum and Instruction, the Master of Education in Administration and Supervision, and the Educational Specialist Degree in Administration and Supervision.

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

## **Milwaukee/Beloit Campus**

The main site of the Milwaukee/Beloit Campus is located in Milwaukee at 1110 N. Old World Third Street, Suite 300 and is the administrative site for field and cluster programs offered to residents of southeastern Wisconsin. The original site opened in 1984.

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

Currently, the Interdisciplinary Studies Program offers the Master of Education Degree in Curriculum and Instruction, and the Educational Leadership Program offers the Master of Education Degree and the Certificate of Advanced Study in Administration and Supervision at many locations in southeastern Wisconsin. Also offered are the Master of Arts in Teaching degrees in Elementary Education, Secondary Education, and Special Education.

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

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

The Master of Education degrees in Curriculum and Instruction and in Administration and Supervision, as well as the Master of Arts in Elementary Education, are offered out of the Beloit office. In addition, extension classes and workshops are offered at other locations throughout southern Wisconsin. The Milwaukee/Beloit Campus currently serves more than 700 graduate students.

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

The Northern Virginia/Washington, D.C. Campus was founded in 1985. Two facilities comprise the campus. In addition to University administrative offices, the McLean facility, located at 8000 Westpark Drive, McLean Virginia, 22102 (in the Tysons Corner area), houses faculty/staff offices, four classrooms, one computer lab, an electronic library/information resource area and a student lounge area. Additional space including 4 classrooms, one computer lab, and faculty/staff offices is located at 1325 G Street, Suite 740, Washington, D.C. 20005. Classes are also offered in the Virginia communities of Woodbridge and Alexandria; at various locations in the District of Columbia; and on-site at local corporations and schools.

The Northern Virginia/Washington, D.C. Campus offers the Bachelor of Science in Management, Bachelor of Science in Management Information Systems, Master of Science in Management, the Master of Business Administration, Master of Science in Human Resource Management and Development, and the Master of Education in Interdisciplinary Studies in Curriculum and Instruction. Classes are offered in a variety of schedules, both during the week and on the weekend, to accommodate the other professional and personal commitments of the adult student population.

The Northern Virginia/Washington, D.C. Campus serves approximately 850 students a year in the greater Washington D.C. area and provides a full range of university services. These include enrollment counseling and admissions, academic advisement, financial services, library assistance, and academic development.

## Nowy Sacz, Poland Campus

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

## Wheaton Campus

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

The campus serves a rapidly growing student body with upper-level undergraduate and graduate programs in the College of Arts and Sciences, National College of Education and the College of Management and Business; a majority of these students are working adults.

Along with the academic programs, the Wheaton Campus also offers unique services through its Center for Learning, Reading Recovery Center, and CAS Counseling Center.

Programs available through the College of Arts and Sciences are the Bachelor of Arts in Applied Behavioral Sciences (in an accelerated learning format), the Bachelor of Arts in Human Services, and the Bachelor of Arts in Psychology. Offered at the graduate level are the Master of Science in Human Services with a counseling concentration, the Master of Arts in Psychology, and the Master of Arts in Adult Education.

## Wheeling Campus

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

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

Program options at the Wheeling Campus include numerous graduate degree programs from National College of Education, the College of Arts and Sciences, and the College of Management and Business; upper division undergraduate degree programs from the College of Arts and Sciences and National College of Education.

The Wheeling Campus occupies a modern, three-story office building with ample parking. Approximately 180 University faculty, staff members, and administrators are based on the Wheeling Campus.

## Alumni Statement

National-Louis University has more than 50,000 alumni living across the country and around the world whose lives have been enriched and enhanced by their National-Louis University experience. The quality education received at our institution prepares them for careers in education, healthcare, counseling, business, social services and fine arts.

Giving back to the University is a natural outgrowth of an NLU academic experience. As alumni, we are eager to continue to grow, both personally and professionally. The Alumni Board of Directors and regional Alumni Leadership Councils provide opportunities for alumni to attend functions and volunteer on committees that address the challenges faced by our University. Participation with NLU Alumni is an opportunity for personal growth by getting involved in life-long learning and education.

Alumni are an invaluable part of the University. They assist with recruitment of students, provide career networking and continuing education opportunities, support student scholarships and fund raising projects. They serve as ambassadors-at-large for students and the University.

The Office of Alumni Relations is the liaison between the University and the alumni constituencies that serves to coordinate events and projects that keep alumni in touch with the National-Louis University we are today. The Director of Alumni Relations acts as the contributing editor for the university publication, *National View*, which is a primary vehicle for communication with alumni in addition to the NLU Alumni website at [www.nlu.edu/alumni](http://www.nlu.edu/alumni). Any questions concerning alumni events or benefits should be directed to the Office of Alumni-Relations at 800/443-5522, extension 3111. National-Louis University Alumni link our rich traditions to our vital present and into our exciting future.

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## 2004-05 Academic Calendar

### 2004 Fall Quarter

#### August

2	Monday	Fall Graduate registration begins
31	Tuesday	August Diploma Date

#### September

1-3	Wednesday-Friday	Fall University Connection (tentative)
6	Monday	Labor Day Holiday (University Closed)
7-10	Tuesday-Friday	Fall Undergraduate orientation and final registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
13	Monday	Fall Quarter on-campus classes begin; 10-week and 11-week – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
15	Wednesday	Rosh Hashanah (begins at sundown)*
24	Friday	Yom Kippur (begins at sundown)*

#### October

18	Monday	Undergraduate Winter Registration begins
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#### November

15	Monday	Graduate Winter registration begins
21	Sunday	Fall 10-week classes end** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
22-24	Monday-Wednesday	No regularly scheduled classes
25-26	Thursday-Friday	Thanksgiving Holiday (University Closed)
29-Dec 5	Monday-Sunday	10-week make-up week**/end of 11-week classes***

#### December

5	Sunday	December Diploma Date
8-10	Wednesday-Friday	Winter University Connection (tentative)
10	Friday	Hanukkah*
24	Friday	Christmas Eve* (University Closed)
25	Saturday	Christmas* (University Closed)
31	Friday	New Year's Eve (University Closed)

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### 2005 Winter Quarter

#### January

1	Saturday	New Year's Day (University Closed)
3-7	Monday-Friday	Winter Undergraduate orientation and final registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
10	Monday	Winter Quarter on-campus classes begin; 10-week and 11-week Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
17	Monday	Martin Luther King Jr. Holiday (University Closed)

#### February

14	Monday	Spring Undergraduate and Graduate registration begins
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#### March

20	Sunday	Winter 10-week classes end** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
25	Friday	Good Friday*
21-26	Monday-Saturday	10-week make-up week**/end of 11-week classes***
27	Sunday	Easter*
31	Thursday	March Diploma Date

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### 2005 Spring Quarter

#### March

28-April 1	Monday-Friday	Spring Undergraduate orientation and final registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
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#### April

4	Monday	Spring Quarter on-campus classes begin; 10-week and 11-week – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
24	Sunday	Passover*

#### May

2	Monday	Graduate Summer Registration begins
9	Monday	Undergraduate Summer & Fall registration begins
30	Monday	Memorial Day Holiday (University Closed)

#### June

11	Saturday	Commencement/June Diploma Date
12	Sunday	10-week Spring classes end** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
13-19	Monday-Sunday	10-week make-up week**/end of 11-week classes***

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\* Religious holidays included for informational purposes.

\*\* Undergraduate classes missed for reasons of holidays and/or canceled classes need to be made up per instructor arrangement during make-up week.

\*\*\* Graduate classes missed for reasons of holiday and/or cancellation need to be made up per instructor arrangement.

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## 2005 Summer Quarter

**June**

20-24	Monday-Friday	Summer Undergraduate orientation & final registration including Fall registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
27	Monday	Summer Quarter on-campus classes begin; Session I, I & II, and III – graduate and undergraduate * – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses

**July**

4	Monday	Independence Day Holiday (University Closed)
17	Sunday	Summer Session I classes end
18	Monday	Summer Session II classes begin

**August**

1	Monday	Graduate Fall registration begins
7	Sunday	Summer Session II and I&II classes end
21	Sunday	Summer Session III classes end – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
31	Sunday	August Diploma Date

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## 2005-06 Academic Calendar

### 2005 Fall Quarter

**September**

1-2	Thursday-Friday	Fall University Connection (tentative)
5	Monday	Labor Day Holiday (University Closed)
6-9	Tuesday-Friday	Fall Undergraduate orientation and final registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
12	Monday	Fall Quarter on-campus classes begin; 10-week and 11-week – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses

**October**

3	Monday	Rosh Hashanah (begins at sundown)*
12	Wednesday	Yom Kippur (begins at sundown)*
17	Monday	Undergraduate Winter Registration begins

**November**

14	Monday	Graduate Winter registration begins
20	Sunday	Fall 10-week classes end** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
22-23	Monday-Wednesday	No regularly scheduled classes
24-25	Thursday-Friday	Thanksgiving Holiday (University Closed)
28-Dec 4	Monday-Sunday	10-week make-up week**/end of 11-week classes ***

**December**

11	Sunday	December Diploma Date
7-9	Wednesday-Friday	Winter University Connection (tentative)
24	Saturday	Christmas Eve* (University Closed)
25	Saturday	Christmas* (University Closed)
26	Monday	Hanukkah*
31	Saturday	New Year's Eve (University Closed)

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### 2006 Winter Quarter

**January**

1	Sunday	New Year's Day (University Closed)
3-6	Tuesday-Friday	Winter Undergraduate orientation and final registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
9	Monday	Winter Quarter on-campus classes begin; 10-week and 11-week – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
16	Monday	Martin Luther King Jr. Holiday (University Closed)

**February**

13	Monday	Spring Undergraduate and Graduate registration begins
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**March**

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

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\* Religious holidays included for informational purposes.

\*\* Undergraduate classes missed for reasons of holidays and/or canceled classes need to be made up per instructor arrangement during make-up week.

\*\*\* Graduate classes missed for reasons of holiday and/or cancellation need to be made up per instructor arrangement.

\* Session I – 1st three weeks, Session II – 2nd three weeks, Session I & II – 6 weeks, Session III – 8 weeks. As there is no make-up week in Summer Quarter, classes missed for reasons of holiday and/or cancelled classes need to be made up per instructor arrangement.



## 2006 Spring Quarter

### March

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

### April

3 Monday Spring Quarter on-campus classes begin; 10-week and 11-week – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses

13 Sunday Passover\*

14 Friday Good Friday\*

16 Sunday Easter\*

### May

1 Monday Graduate Summer registration begins

8 Monday Undergraduate Summer & Fall registration begins

29 Monday Memorial Day Holiday (University Closed)

### June

10 Saturday Commencement/June Diploma Date

11 Sunday 10-week Spring classes end\*\* – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses

12-18 Monday-Sunday 10-week make-up week\*\*/end of 11-week classes\*\*\*

## 2006 Summer Quarter

### June

19-23 Monday-Friday Summer Undergraduate orientation and final registration; including Fall registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses

26 Monday Summer Quarter on-campus classes begin; Session I, I & II and III courses – undergraduate & graduate; \* Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses

### July

4 Tuesday Independence Day Holiday (University Closed)

16 Sunday Summer Session I classes end

17 Monday Summer Session II classes begin

31 Monday Fall Graduate registration begins

### August

6 Sunday Summer Session II and I&II classes end

20 Sunday Summer Session III classes end – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses

31 Tuesday August Diploma Date

\* Religious holidays included for informational purposes.

\*\* Undergraduate classes missed for reasons of holidays and/or canceled classes need to be made up per instructor arrangement during make-up week.

\*\*\* Graduate classes missed for reasons of holiday and/or cancellation need to be made up per instructor arrangement.

\* Session I – 1st three weeks, Session II – 2nd three weeks, Session I & II – 6 weeks, Session III – 8 weeks; There's no summer make-up week, classes missed for reasons of holiday and/or canceled classes need to be made up per instructor arrangement.

† Please note that there may be regional differences in the tuition rates for campuses outside Illinois. Please contact your local campus to obtain their current rates.

## University Expenses

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

Registration and tuition fees are established by the Board of Trustees. These fees are subject to change without notice. The applicable 2004-2005 credit hour fee schedule is as follows:

## Tuition and Fee Schedule 2004-2005

This information is current as of the catalog publication date. The quarterly bulletins will contain the most current fee information. Tuition rate is subject to change.

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

## Undergraduate Tuition and Fees 2004-2005

### On-Campus Programs

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

### Tuition:†

Summer (2002) .....360.00/QH  
Fall, Winter, Spring (FWS) .....360.00/QH  
Full-time/(FWS); @ 15QH/term .....16,200.00  
Full-time/term @ 15 QH.....5,400.00

### Fees:

Student fee (part-time, per term) .....20.00  
Student fee (full-time, per term) .....40.00  
Course audit fee (not for credit).....Same as credit fees  
Credit by proficiency.....130.00  
Fees for private applied music lessons for academic credit – in addition to regular tuition ....20.00/QH  
Fees for studio art class materials vary by course.....20.00 – 60.00

### Off-Campus Degree Programs

Application fee (non-refundable) .....	\$ 40.00
Tuition deposit (non-refundable).....	95.00
Credit by Portfolio Fees:	
Application fee.....	130.00
Per Essay Assessed.....	130.00

**FOCUS Terms:** .....200.00/QH

### Graduate Tuition and Fees 2004-2005

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

Tuition:†

National College of Education (On-Campus Programs).....	534.00/SH
National College of Education (Field-based Degree Programs).....	534.00/SH*
National College of Education (Workshop) .....	260.00/SH
College of Arts & Sciences (On-Campus Programs).....	534.00/SH
College of Arts & Sciences (Online Program).....	534.00/SH**
College of Management & Business (Off-Campus Programs) .....	580.00/SH*

Fees:

Student fee (part-time) per quarter.....	20.00
Student fee (full-time) per quarter .....	40.00

- \* Inclusive of costs for books and other instructional materials.
- \*\* An additional residential workshop fee of \$40.00/SH is added for all Online Courses.
- † Please note that there may be regional differences in the tuition rates for campuses outside Illinois. Please contact your local campus to obtain their current rates.

### General Fees

Miller Analogies Test fee.....	\$ 60.00
Watson-Glaser Critical Thinking Appraisal .....	25.00
Transcript of records, per copy .....	8.00
Rush transcript service .....	12.00
Transcript with completion statement.....	12.00
Special letters .....	15.00
Course descriptions.....	10.00
Graduation fee.....	50.00
Certificate fee .....	50.00
Diploma re-order (each time) .....	35.00

Student I.D. Replacement fee.....	10.00	19
Deferred Payment Plan fee .....	35.00	
Tuition Reimbursement Plan fee.....	35.00	
Late Payment fee.....	10.00	
Payment Plan finance charge: 1-1/2% per month on outstanding balances		
Returned check/credit card rejection fee .....	25.00	
Late Registration fee.....	30.00	

### Room and Board 2004-2005

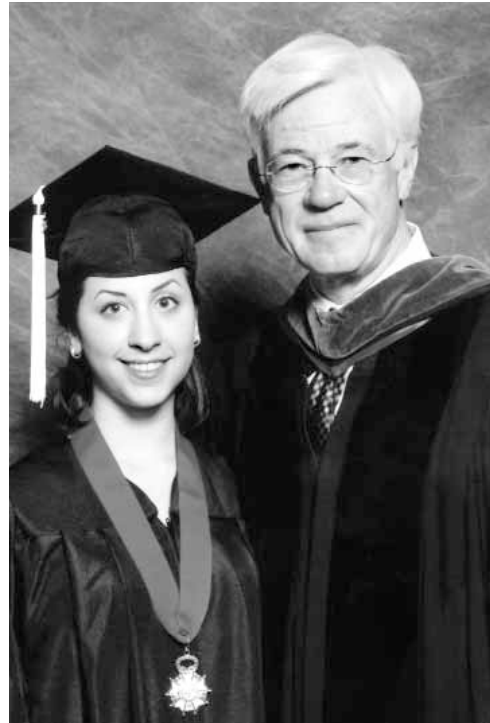
	Board		Room & Board		
	Room	Plan A	Plan B	Plan A	Plan B
<u>Per Quarter</u>					
Double Room	\$1,150.	\$1,040.	\$1,100.	\$2,190.	\$2,250.
Single Room	\$1,420.	\$1,040.	\$1,100.	\$2,460.	\$2,520.
Double As Single	\$1,940.	\$1,040.	\$1,100.	\$2,980.	\$3,040
<u>Three Quarters (Fall, Winter, Spring)</u>					
Double Room	\$3,450.	\$3,120.	\$3,300.	\$6,570.	\$6,750.
Single Room	\$4,260	\$3,120	\$3,300.	\$7,380.	\$7,560.
Double As Single	\$5,820.	\$3,120.	\$3,300	\$8,940.	\$9,120.

Rates do not include the PACE Extended Term Program, Interim Housing at Winter Break, or Summer housing fees.

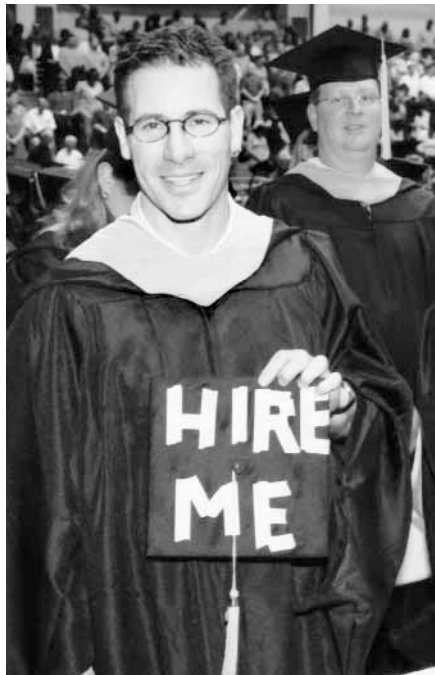
Resident students pay both room and board charges for each period of registration.

#### Room Deposits & Fees:

Application Deposit .....	\$100.00
(applied to first term of housing, non-refundable)	
Damage Deposit, NLU Students .....	\$200.00
(applied to final damage repairs or refunded)	
Damage Deposit, Other Students .....	\$300.00
(applied to final damage repairs or refunded)	
Key/Access Card Deposit .....	\$25.00
(refunded when key/card returned)	
Key/Access Card Replacement .....	\$50.00
(50% refunded when key/card returned)	



2003  
commencement  
student speaker  
Borislava  
Miltcheva with  
President McCray



*NLU  
graduates  
waste no time  
looking for  
employment.*

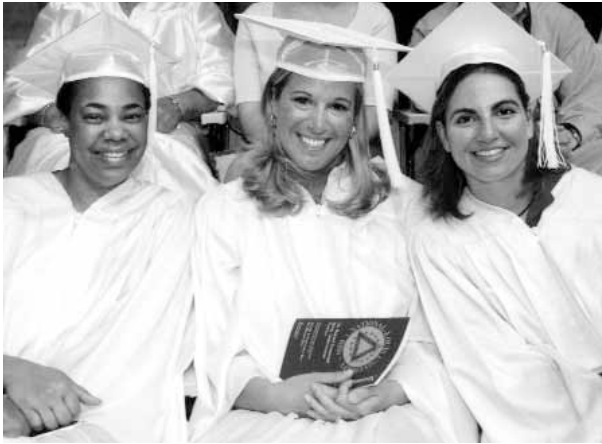


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# General Information

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

*Excited graduates at the 2003 Chicago commencement ceremony in Evanston, Illinois*



*The members of the "Half Century Club" carry on the tradition of the Daisy Chain at graduation.*



## Admission

All students taking courses at National-Louis University should understand that credit toward a graduate degree at the University is awarded only upon formal admission to a program of graduate study. Each college has its own specific admissions requirements. Please see your college's section (in this catalog) for the respective admission requirements. The University reserves the right to change requirements for admission at any time and every non-admitted applicant for a degree program shall be held to compliance with these changes.

## Classification of Students

### Degree-Seeking Students

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

### Nondegree-Seeking Students

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

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

### Readmission of Former Students

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

### Admission of Veterans

National-Louis University is approved for benefits for the education of veterans, active duty service personnel, disabled veterans, and qualified dependents (widows, war orphans, etc.) in most of our locations. Veterans who seek admission should follow the regular admission policies, but should also contact the Registrar's Office at the student's home campus. This should be done as early as possible to expedite handling of applicants' VA forms. Veterans must be admitted to qualify for benefits.

## International Student Admission

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Residents of foreign countries who desire to study at National-Louis University must satisfy the following requirements before the I-20 can be issued:

1. **Completed application:** (available on-line: [www.nl.edu](http://www.nl.edu))
2. **An application fee:** (Non-refundable). You can pay by cash, check or money order (US Currency) made payable to National-Louis University.
3. **Program requirements:** Admission requirements vary by program. Please refer to the appropriate College and program in the Graduate Catalog.
4. **Graduate applicant transcripts:** English translation and official educational credential evaluation of transcripts from ALL colleges and universities attended. This translation and evaluation must be completed by one of the three approved agencies (below). The evaluation must verify degree equivalency of a level of education equivalent of a baccalaureate from a regionally accredited institution of higher education in the United States.

#### **Educational Credential Evaluators, Inc.**

P.O. Box 92970  
Milwaukee, WI 53202-0970  
Telephone: 414/289-3400  
FAX: 414/289-3411  
Web Site: [www.ece.org](http://www.ece.org)  
Email: [eval@ece.org](mailto:eval@ece.org)

#### **World Educational Services, Inc.**

P.O. Box 11623  
Chicago, IL 60611-0623  
Telephone: 312/222-0882  
Web Site: [www.wes.org](http://www.wes.org)  
Email: [info@wes.org](mailto:info@wes.org)

#### **International Education Research Foundation, Inc.**

P.O. Box 66940  
Los Angeles, CA 90066  
Telephone: 310/390-6276  
FAX: 310/397-7686  
Web Site: [www.ierf.org](http://www.ierf.org)  
Email: [info@ierf.org](mailto:info@ierf.org)

5. **Official Test of English As a Foreign Language (TOEFL) Scores:** Graduate applicants: A minimum score of 550 paper-based or 213 computer-based.
6. **Affidavit of Support (US citizens or residents) or Letter of Support (non-US residents):** The person who is paying your tuition and living expenses while you attend National-Louis University, must complete and sign an affidavit of support or letter of support while in the presence of a Notary Public or First Class Magistrate. Once completed, the Notary Public must also sign the affidavit of support. An applicant can have more than one sponsor.

7. **Financial Resources:** Applicants must also prove that sufficient funds are or will be available from an identified and reliable financial source to defray all living and school expenses during the entire period of anticipated study in the United States. Specifically, applicants must prove they have enough readily available funds to meet all expenses for the first year of study, and that adequate funds will be available for each subsequent year of study. The estimated expenses are \$20,000-\$25,000 per year for a single student, and an additional \$9,000 per dependent. All Sponsors (US citizens, US residents and Non- US residents) must provide a signed statement from employer on business stationery showing date and nature of employment, salary paid, and whether position is temporary or permanent. If Sponsor is US citizen or resident and self-employed, please provide copy of last income tax return filed.
8. **Copy of Passport/I-94 Card:** We require a copy of your passport, specifically the page with your photograph and identifying information, and if you are currently residing in the U.S., we need a copy of your US visa stamp and your I-94 card.

Please send all documents to the following address:

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

## The Student Right-To-Know and Campus Security Act

Information related to “The Student Right-To-Know and Campus Security Act” is available to all prospective students and their parents on request through the Office of Student Affairs. For more information, see page 56.

## Financial Aid

National-Louis University awards financial aid to eligible students *accepted for admission*. The information on financial aid contained in this catalog is subject to changes.

Financial aid programs for graduate students can be divided into two broad categories: gift aid and self help. Students must be admitted and enrolled at **least half-time** (four semester hours per quarter) to be considered for financial aid.

### I. Gift Aid: Scholarships or grants that do not have to be repaid.

A. Merit Scholarships. Individuals and special interest groups have established NLU Merit Scholarships. Typically these scholarships have specific criteria and further information can be obtained from appropriate program directors.

B. Graduate Fellowships. Further information can be obtained from appropriate program directors.

### II. Self Help: Loan programs.

A Federal Stafford Student Loan is a low-interest loan. You may be eligible to borrow up to \$18,500 per academic year to help pay the costs of tuition, books, supplies, fees, and other education-related expenses. You must demonstrate need for Subsidized Stafford assistance. The need analysis document must be completed by the borrower and submitted to the Student Finance Office for processing to determine financial need. The amount of the subsidized Stafford Loan you may be eligible to borrow will depend on the results of the need analysis but cannot exceed \$8,500 per academic year. Repayment of the loan begins six months after you leave the program or fall below half-time status. An Unsubsidized Federal Stafford Student Loan may also be taken in addition to a Stafford Student Loan. While this loan is not based on financial need, eligibility for the Stafford Student Loan must first be considered. Graduate students may borrow up to the lower of their cost of attendance or \$18,500 from subsidized and unsubsidized Stafford combined.

Once all required application forms have been received, the Student Finance Office will send an award letter detailing the awards and dollar amounts for which the student is eligible. This award letter will include the information and forms required for the student to apply for the Federal Stafford Loan program. *A change in number of hours may result in a change to the Financial Aid Award letter.*

In addition to the federal and institutional programs listed above, there are a number of other possibilities. Places of employment and labor unions may have programs to help pay educational expenses. Foundations, religious organizations, community organizations and civic groups are all potential sources of funding.

The federal and state government and National-Louis University all require applicants to submit various documents. Applicants should insure that such requests are quickly and accurately answered to prevent a delay in processing.

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

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

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

This includes title IV aid that was sent to students by the University to cover other education expenses such as books, supplies and living expenses.

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

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

## Deferments

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

## Standards of Satisfactory Academic Progress for Financial Aid Eligibility Graduate Students

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

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. The standards apply for all financial assistance programs including Federal Pell Grant, Federal Perkins Loan, Federal Work Study (FWS) Federal Supplemental Educational Opportunity Grant (FSEOG) the Federal Family Education Loans (Stafford and PLUS), assistance from the State of Illinois and National-Louis University.

To remain eligible for financial aid, students must adhere to the standards established by National-Louis University. While the University will consider mitigating circumstances, the student must continue to demonstrate satisfactory progress within this policy. Adherence to the following standards will be necessary for continued financial aid eligibility:

### A. MAXIMUM TIME FRAME

A student is ineligible to receive financial aid after s/he has 150% of the credit hours required to complete the degree program.

### B. QUANTITATIVE MEASUREMENT (credit hours)

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

### C. QUALITATIVE MEASUREMENT (GPA)

Graduate students must maintain a minimum grade point average of 3.0.

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

### WITHDRAWAL, INCOMPLETE, OR REPEAT COURSES

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

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

### FAILURE TO MEET SATISFACTORY ACADEMIC PROGRESS STANDARDS

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



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

### APPEAL PROCEDURE

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

### REINSTATEMENT

To regain eligibility once financial aid is suspended, the student must enroll and utilize resources other than federal, state or institutional funds to pay for the cost. Financial aid will be reinstated once the student has completed 67% of all courses attempted at National-Louis University and has attained a cumulative grade point average of 3.0.

Students who have been suspended from financial aid after reaching the maximum time frame cannot be reinstated.

### THE STUDENT FINANCIAL AID OMBUDSMAN

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

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

It's best to think of the Ombudsman as a last resource for help when other approaches have failed. If you have a complaint, first calmly discuss it with your Financial Aid Administrator directly involved. If needed, ask to speak with someone higher up, such as a supervisor. In many cases, this action can resolve the problem or help you better understand the reason for the answer you have received.

### Information Required to Provide Borrowers

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

## Payment Information

### Flexible Financing Options

This overview will provide you with general information regarding payment plans available to help you in reaching your educational goals. **Completion of a promissory note is required.** The promissory note must accompany all mailed registrations. Please read the Promissory Note Terms and Conditions.

NLU payment plans are calculated on a term basis.

#### **Option #1: Full Payment Tuition Payment Plan**

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

#### **Option #2: Term by Term Tuition Payment Plan**

Payment for each term due by the first day of the term.

#### **Option #3: Deferred Tuition Payment Plan**

Payment for each term is made in three equal installments. One-third of the term's tuition is due on the first day of the term with the remaining two payments due thirty and sixty days from the first day of the term. There is a \$35.00 handling fee to participate in this plan which is assessed with the first payment of each term. To participate in this plan, take the total cost of your tuition, divide by three and add the \$35.00. Remit the calculated amount prior to the first day of the term. You will be billed for the remaining two payments during the term.

#### **Option #4: Financial Aid**

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

**Option #5: Direct Billing To Employer**

Under this plan, the employer pays the University directly for all or a portion of the tuition fees. Payment from the employer or information regarding where to bill for the classes must accompany the registration.

**Option #6: Tuition Reimbursement:**

Under this plan, a student can defer tuition paid directly to them by their employer through tuition reimbursement. The student is responsible for a minimum of 25% of the term's tuition at the beginning of the term. This 25% can be paid through Options 2, 3, or 4. The remaining 75% of the term's tuition is due 30 days after the posting of the term's grades. There is a handling fee of \$35 per term to participate in the plan. **A copy of the employer's reimbursement policy and the student's eligibility for reimbursement must accompany the student's registration and promissory note.**

**National-Louis University Refund Policy**

National-Louis University adheres to a fair and equitable refund policy. This policy applies to students who withdraw from the University. A student is determined to have withdrawn from the University when ALL COURSES for which the student registered in a given term are subsequently dropped. In order to obtain a refund, the student must officially withdraw **in writing** through the Registrar's Office.

The University processes financial aid refunds within 14 days, in accordance with federal financial aid rules. Institutional refunds are processed twice a week.

In states that have a Consumer Right-of-Rescission Law, the University abides by the state law. To receive a full refund, the student must execute the Right-of-Rescission Law within three business days of signing the enrollment agreement and prior to the first class session.

- Withdraw no later than the end of the second week of the term: 100% refund less administrative fee.
- Withdraw after the second week of the term and up to 60% completion of the term: Refund is based on the percentage of the term remaining when the student withdraws less the administrative fee.
- Withdraw after 60% of the term has been completed: No Refund.

\*An administrative fee of \$100 or 5% of total institutional charges, whichever is less, will be assessed on all withdrawals.

**Policy for Issuing Cash Refunds to Financial Aid Students**

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

**For students taking courses on the traditional quarter calendar**, previously awarded financial aid, excluding loan funds, is credited to charges during the third week of classes. From that point forward, financial aid is posted on a rolling basis as financial aid awards are processed. Loan funds are

posted to student accounts within three business days of receipt from the lender. Lenders do not forward funds prior to the first day of the third week.

**For students participating in field-based programs offered on a non-traditional calendar**, financial aid, excluding loan funds, is disbursed on the later of the first day of class for a term or the date that the award is processed. Lenders forward loan funds beginning with the second week of classes.

Note: funds are not received from a lender for at least 10 days from the date that the University's Office of Student Finance receives the Loan Acceptance Form. Additionally new borrowers must have returned a Master Promissory Note to the lender.

If the application of financial aid or other resources to a student's account results in a credit balance (excess cash), a refund check is issued to the student. The University's goal is to process refund checks twice weekly but never later than 14 days after the date that the credit balance occurs.

For further information, please contact any Student Finance Office at the following numbers:

**Office of Student Finance Locations****Chicago Campus**

122 S. Michigan Ave.  
2nd Floor  
800/443-5522, Ext. 3202

**Evanston Campus**

2840 Sheridan Rd.  
1st Floor  
800/443-5522, Ext. 2454

**Wheaton Campus**

200 S. Naperville Rd.  
Enrollment Building  
800/443-5522, Ext. 4505

**Wheeling Campus**

1000 Capitol Dr.  
3rd Floor  
800/443-5522, Ext. 5770

**Payment Plan Promissory Note****Terms and Conditions**

- In signing the NLU payment plan application, I agree to pay the tuition/fees/room and board assessed or other charges incurred and charged to my account in accordance with my chosen Plan.
- I understand that if I chose the Full Payment Option payment in full, less an 4% discount, is due prior to the first class meeting date. If payment is not received my account will automatically default to the term-by-term option, which will require the first term's tuition/fees/room and board, and other charges incurred to be paid immediately.
- Term-by-Term option requires payment of a term's tuition/fees/room and board and other charges by the first day of the term. My failure to pay the term charges before the first day of class will result in a late fee of not more than \$10.00

- The Deferred Payment option requires a \$35.00 handling fee per term. If I choose this option, my tuition/fee/room and board and other charges incurred for the term will be divided into three equal installments requiring payments of one-third plus \$35.00 by the first day of the term, one-third on the 30th day following the first class and the final one-third on the 60th day following the first class. Payment more than 30 days past due will be subject to a late fee of not more than \$10.00 per month.
- I understand the Financial Aid option requires a completed financial aid application at the time of registration. I understand that if my financial aid application is not complete, monthly payments of a minimum \$300.00 are required until the aid has been awarded. I understand that financial aid must be applied to my account for my unpaid charges before a refund check can be issued.
- I understand that I must be fully admitted to the university to receive financial aid.
- I understand that under the Direct Billing to Employer option, NLU will bill the employer at the beginning of the term for all tuition/fees/room and board and other charges incurred. NLU will expect payment in full within 30 days of billing. I understand that if payment is not forthcoming, I am responsible for the bill and will be subject to monthly late fees of not more than \$10.00 per month. A letter from my employer indicating my eligibility must be received by NLU prior to registration in order to be eligible for this option.
- I understand that under the Tuition Reimbursement option, I am responsible for a minimum of 25% of the term's tuition/fees/room and board and other charges by the first day of class. If my employer is reimbursing at less than 75% of the term's charges, I am responsible for the percentage difference by the first day of class. I understand that I may choose any other option to pay my percentage of responsibility and that portion of my account will be governed by the rules and regulations of that option. I understand that there is a \$35.00 handling fee per term for this option and will be incorporated in my first payment. I understand that payment in full for the terms tuition is due 30 days after the posting of my grades for that term, regardless of the grades. I understand that if my employer does not pay for these classes, I am required to pay in full immediately. Payments more than 30 days past due are subject to late fees of not more than \$10.00 per month. A letter from my employer indicating my eligibility must be received by NLU prior to registration to be eligible for tuition reimbursement.
- I agree that demand of payment, presentment for payment, notice of dishonor, notice of non-payment, and all other notices except those required by law are hereby expressly and severally waived by the student, and is understood that NLU may, without notice, and without affecting liability of such student, renew and/or extend this agreement, accept partial payment thereon, or settle or compromise the amount due or owing.
- Notice is given that NLU may at its option, report and access good and bad credit information (i.e., credit ratings, etc.) to/from Credit Bureaus and other appropriate non-campus organizations.
- If I fail to comply with the terms and conditions of this agreement, NLU may: a) refer the account to a collection agent for further collection efforts, b) initiate legal proceedings, c) withhold institutional services, such as transcripts or diplomas, and d) assess all costs of collection.
- Notice is given that NLU, in the usual conduct of its credit granting and collection activity, may release the student's Social Security Number to non-campus organizations.
- In order to register for subsequent terms, or receive transcripts, accounts must be current by the due date.
- If I fail to make any payment when due, NLU may declare my entire balance due and payable 15 days after giving me written notice of default and after my failure to cure such default.
- I am aware that I cannot register for classes without the permission of the Office of Student Finance while owing any part of the prior terms tuition/fees/room and board and other charges. Furthermore, I agree/am aware that a Hold may be placed on my records to prevent such a registration.
- I agree to pay all tuition/fees/room and board and other charges in full, this agreement notwithstanding, before any financial aid will be disbursed/refunded to me.

The Promissory Note must accompany all registrations.

## Registration and Credit

### Registration

Registration for on-campus classes is conducted before the beginning of each University term. The dates for registration are published each term in the University on-campus Course Schedules. You may register in person at any Chicago-area campus. Check the term schedule for office hours. You may register by mail or fax to the Wheeling or Evanston Campus Registrar's Office. Continuing students may register online through the National-Louis University website ([www.nlu.edu](http://www.nlu.edu)).

On-campus graduate students must be officially registered for courses in the current quarter/term at the current tuition rate before they sit or participate in the class. Payment of fees must be made at the time of registration. Late registration begins the Monday before classes start and continues through the fourth clock hour of the class. An additional fee is assessed for late registration.

Field program graduate students must be officially registered in the current term with the cohort group that begins in that term before they sit or participate in the first class.

Some programs require students to register for their programs at a designated registration meeting. Those students will be notified of the locations and times prior to the registration meetings.

## Audit

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

## Registration for Thesis

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

## On-Campus Student Withdrawals

Graduate students may withdraw after the seventh hour of the class through the last class session and this is recorded as "W" on the academic record. Withdrawal from a course is done either by signing the withdrawal form in the Registrar's Office or by writing a letter to the Registrar's Office. The date of withdrawal is the date the form is signed, or the postmark on the withdrawal letter. Please see page 27 for Refund Policy.

In the event that a course is cancelled, tuition paid will be carried as a credit until the student notifies the registrar in writing of intention to change to another class or request a refund.

## Field Student Withdrawals

A written withdrawal should be mailed to the Wheeling Registrar, for Chicago area students, or to the Assistant Director of Academic Services at the out-of-state campuses. For Chicago area College of Education students, a written withdrawal should be sent to the College Dean of NCE. A student who withdraws after the third class session of any term will be assigned a "W" grade, if no other grade has been assigned by the instructor. See Refund Policy on page 27.

## Unit of Credit and Student Load

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

## Evaluation of Student Progress

Graduate students are evaluated on a traditional grading system with grades of A, B, C, D, and F. Quality points are assigned on a four-point system with A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. Grades of D are not accepted toward completion of degree requirements. The pass-no credit option is available only in courses so designated. "W" grade

will be assigned to reflect a formal withdrawal by the student before the end of the term. Students are expected to maintain a 3.0 average. Failure to maintain a cumulative grade point average of 3.0 or better may result in suspension from the program.

## In-Progress Grade Policy

If a student is unable to complete a course within the allotted period of time because of unavoidable circumstances or because of an extended project which cannot be completed in a single term, a grade of "I" (In-Progress) may be assigned, providing there is prior agreement between the student and the instructor. For on-campus students, requirements for course completion must be met before the end of the following academic term. The instructor of record for the course must complete a Grade Update Form and transmit the assigned letter grade to the Registrar's Office. If the course cannot be completed within this period of time, the student must petition for an extension of time. The instructor must approve the extension and notify the Registrar's Office of the extension. A grade of "IE" will be assigned to the course. If an "I" is assigned as a grade, the academic record will reflect "I". When the course is completed, the transcript will reflect a grade.

Grades of "I" which are not removed in the time allotted will automatically be lapsed to "N" (No Credit). All thesis courses (xxx599) are exceptions to the normal time limitation and will remain on the student's record as "I" until changed by the instructor of record. The "X" grade is a deferred grade for approved courses designed to extend over more than one term.

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

## Academic Standards

Students admitted with provisional status will be advised in writing as to the semester hours and/or term requirements (depending on the program) for attaining a 3.0 GPA and full academic standing. Workshops, independent studies, transfer credits, or internships/practicums may not be used in computing the GPA for students on provisional status.

If the GPA of a student admitted with full-standing status falls below 3.0, the student will be placed on academic probation. On-campus students will be notified in writing and given the maximum of four graded courses (not P/N), or 9 semester hours (depending on the program) taken at National-Louis University to raise the GPA to 3.0. Field program students will be notified in writing at the end of the term in which the cumulative GPA was computed and given to the end of the following term to raise the GPA to 3.0. Courses taken by students on academic probation to raise their GPA may not include workshops, independent studies, transfer credits or internships/practicums (except when taken by veterans receiving benefits).

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

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

## Grade Reports

A grade report for all courses will be available four to six weeks after the end of the term, regardless of the ending date of specific courses.

## Graduation Requirements – All Postbaccalaureate Degrees

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

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

## Application for Graduation

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

Students must apply for a diploma and pay a graduation fee. There is a final deadline for application for each completion date. Deadline dates are published each term in the class schedules. Students who apply for diplomas after the published deadline will be included as candidates for the next degree completion date. Students should write the Graduate Registrar’s Office, 1000 Capitol Drive, Wheeling, IL 60090 to obtain a diploma application or to change completion dates for a previous application. Information concerning application for graduation may also be obtained at the Registrar’s Office at any local or out-of-state campus or on the university website ([www.nl.edu](http://www.nl.edu)). There is an additional \$25.00 fee each time a diploma is reordered.

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

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

## Transcripts

Official transcripts are available to be sent upon request. All requests must be made in writing to the Registrar’s Office, 1000 Capitol Drive, Wheeling, IL 60090. The fee per transcript is \$8 for regular service (7-10 days) and \$12 for rush service.

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

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

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

## Student Guidelines and Policies

- Statement on Student Rights and Responsibilities
- Student Information and Regulations
- Policy on Acceptable Use of NLU Information Systems
- Family Educational Rights and Privacy Act of 1974
- Policy on Inspection, Search and Seizure
- Policy on Academic Honesty
- Policy on Academic Appeals
- Student Appeals Flow Chart
- Students with Disabilities – Grievance Procedures
- Policy on Disruptive Classroom Behavior
- Student Hearing and Appeal System
- Policy on Sexual Harassment
- Policy for Infectious Disease Issues
- Policy on Falsification of Records
- Policy on Submission of Fraudulent, Incorrect, or Misleading Information Pertaining to Admissions
- Student Right-to-Know and Campus Security Act
- Drug-Free Schools and Communities Act of 1989
- Alcohol and Substance Abuse Policy Summary and Educational Guidelines
- Hazing

## Statement on Student Rights and Responsibilities

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

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

1. Applicants who meet specifically stated requirements will be eligible for admission to the University and for participation in all of its programs without regard for race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, disability, political beliefs, military status, unfavorable military discharge other than dishonorable, and marital status.
2. Students have the freedom to express reasoned exception to the data or views offered in any courses of study for which they are enrolled but are responsible for learning the content of the courses.
3. For purposes of gaining academic credit, students shall be evaluated in terms of stated course competencies and requirements and not on personal or political beliefs.
4. Disclosure of a student's personal or political beliefs confidentially expressed in connection with course work will not be made public without explicit permission of the student.

5. Students will be informed of all rules, rates, and regulations deriving from contractual arrangements with the University before signing any such contracts.
6. Students on campus or residing in University-owned housing will be secure against any unreasonable invasion of privacy, search or seizure but are responsible for compliance with all University regulations (see Policy on Inspection, Search and Seizure).
7. Students are free to form, join, and participate in campus organizations for educational, religious, social, political, cultural or other purposes.
8. Students are free to use campus facilities for meetings of registered and officially recognized organizations, subject to uniform regulations as to time and manner governing the facilities.
9. Students' records may be released only in accordance with provisions of the Family Educational Rights and Privacy Act of 1974.
10. Students are free, individually or in association with other individuals, to engage in activities not sponsored by the University, exercising their rights as citizens of the community, state and nation, provided they do not purport to represent the University.
11. As appropriate, students will have their views and welfare considered in the formation of University policy and will be consulted by, or represented on, University councils and committees which affect students as members of the University community.
12. Students are free to assemble, demonstrate, communicate and protest, recognizing that freedom requires order, discipline and responsibility, and further recognizing the right of faculty and other students to pursue their legitimate goals without interference.
13. Students will be exempt from disciplinary action or dismissal from the University except for academic ineptness or lack of reasonable progress, failure to pay University debts, or violation of student or University rules and regulations.
14. Students are free to be present on campus and to attend classes pending action on criminal or civil charges, except for reasons relating to their physical or emotional safety and well-being, or for reasons relating to the safety and well-being of students, faculty, staff or University property. Students are subject to local, state, and federal statutes.
15. It is recognized that all members of the community have the responsibility to conduct themselves in a manner which does not violate the rights, property, and freedoms of others.
16. Editorial freedom in student publications and media shall be given under the following guidelines:
  - a. Students shall be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.

- b. All University published and/or financed student publications should explicitly state on the editorial page that, “the opinions expressed are not necessarily those of the University or of the student body.”
  - c. Editors shall be protected from arbitrary suspension and removal because of student, administrative or public disapproval, and editorial policy or content. Only for proper and stated causes shall editors be removed by the proper agency responsible for their appointment.
17. Students have the right to establish and maintain duly-constituted governments, associations, and organizations to the extent approved by the University. A statement of purpose and/or a constitution shall be submitted for approval to the Office of Student Affairs to become officially recognized by the University.

## Student Information and Regulations

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

### Access to Student Records

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

### Addresses

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

### Advocacy

Students who need information about some aspect of their National-Louis University experience can receive assistance in solving and/or understanding the problem by contacting the Office of Student Affairs or the Student Services Center.

### Affirmative Action

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

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

### Alcoholic Beverages

In accordance with Illinois law, alcoholic beverages may not be sold to, given to, nor possessed by persons under 21 years of age. Use of alcoholic beverages at a student-attended function on University property is restricted to officially recognized University clubs and organizations which have received prior written approval of the Vice-President of Operational Services. These clubs or organizations are responsible for complying with local, state and federal laws, as well as University procedures. (See Alcohol and Substance Abuse Policy Summary and Educational Guidelines.)

Within Baker Residence Hall, alcoholic beverages are allowed in the student residence hall rooms only in accordance with Illinois law. (Refer to Baker Hall Handbook for further information on applicable University policy.) The sale of alcoholic beverages is not allowed on University property.

### Bookstore

A Barnes and Noble walk-in bookstore is located on the Chicago campus only. For on-campus students taking classes on this campus, textbooks are ordered by instructors and are available in the bookstore. The bookstore also carries school supplies, National-Louis specialty items, cellular phones, and snacks.

On-campus program students in Elgin, Evanston, Wheaton, and Wheeling, as well as Cluster and Focus program students, may order textbooks and other materials through MBS Direct, our contracted distributor. Books and materials may be ordered over the internet through the NLU Virtual Bookstore at <http://direct.mbsbooks.com/nlu.htm>, by mail, fax, or phone (800/325-3252). NOTE: Field Program students, whose books are included in the cost of the program, call 800/325-3252 to place their order.

Further information on ordering books and materials is available on the above-mentioned website, and also by calling the Instructional Services Department at 630/668-3838 extension 4479, 4484, 4269, or 4394.

### Catalogs

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

## Center for Career Development

Students are encouraged to utilize the services of the Center for Career Development, which offers career planning on both an individual and group basis. In order to assist students in planning their careers and in designing strategies to carry out successful job searches, the Center uses a range of materials and computer resources. The Center for Career Development sponsors workshops, career fairs, and other events and gives special assistance in resume writing, interview skills, credential file documentation, and job search strategies. The center publicizes job opportunities in a weekly online job bulletin and maintains data on the employment market.

Whether National-Louis University students are interested in a simple resume review, a complex change in professional direction or positioning for an internal promotion, they can receive professional assistance from the Center for Career Development.

The Center for Career Development is located at the Chicago Campus. Staff are available in person at Chicago-area campuses, by telephone, or by email to assist you. Valuable assistance is available on NLU's web site – [www.nlu.edu](http://www.nlu.edu).

## Children on Campus

The University does not permit faculty, staff, or students to bring children onto the property during work or class hours, due to the liability caused for the institution in the event that children are injured or exposed to other problems. Children are not allowed in classrooms, lounges, libraries, food/vending areas or office space at any time during work or class hours. Use of University facilities, equipment, and resources by children is also not permitted at those times.

Parents may bring children while making short visits for student service purposes; however, in those cases, the children must be accompanied by an adult at all times and be supervised so that disruptions to University programs and activities are not allowed.

## Class Attendance

Attendance is important to the accomplishment of university curriculum objectives. The University has a no-cut attendance policy; therefore, students are expected to be present for all scheduled meeting of courses.

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

## Commencement

Formal commencement exercises are held once each year. Students who have registered their intention to graduate with the Registrar's Office by the date required will receive notification of all details.

## Contracts

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

## Counseling

Consultations for academic, personal, and vocational concerns are available through the Office of Student Affairs. This office provides workshops and support groups—each designed to enhance skills, awareness, and perspective. Professional staff are available to assist students and alumni in resolving difficulties or roadblocks that hinder progress toward success and satisfaction. Students are encouraged to confer with a staff person at any time about any matter. Referrals to outside service providers may be made, as appropriate.

## Damage, Liability, Loss, or Theft

The University disclaims responsibility for the loss or damage of personal property in any facility owned or operated by the University, or at any University function. Thefts should be reported to the Campus Services Manager.

Students may file official complaints against other individuals suspected of theft or believed to be responsible for damage to property, with a University administrator, with the civil authorities, or with both.

## Disruption

National-Louis University recognizes a student's right to speak, inquire, or dissent but requires that these freedoms be exercised in an orderly and responsible manner. The University, therefore, prohibits any student or group of students from interfering with the personal rights of another individual, the holding of classes, the carrying out of University business, or the progress of any authorized event on campus. (See Policy on Disruptive Classroom Behavior.)

## Drugs

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

## Emergency Assistance

To locate a student in an emergency situation, contact the Office of Student Affairs or the Student Services Center at the campus of attendance, giving essential details. Either office should also be contacted immediately when an emergency involving a student occurs on campus, time permitting. If time does not permit, local emergency procedures should be followed.



## 34 Employment

On-campus employment is available through the University's Work-Study Program administered by the Office of Financial Aid. University employment includes University work-study and regular University employment on a part-time basis.

Information regarding off-campus part- and full-time employment is available through the Center for Career Development.

### Facilities and Property

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

### Faculty Information

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

### Fees

The most up-to-date listings of fees are available from the Student Finance Office. Fees are also listed in the University catalogs. Fees are subject to change.

### Financial Obligations

Students are responsible for the payment of all fees as scheduled in the University catalogs and other official notices. Satisfactory arrangements must be made with the Office of Student Finance for the settlement of all accounts before a student may register, receive a diploma, obtain a transcript, or have enrollment or degrees confirmed. The cancellation of a student's enrollment may result if bills are past due and payment obligations have not been met.

Students must make restitution when they are responsible for the loss of or damage to University property or to the personal possessions of others.

### Fire Safety

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

Fire safety equipment may be used only in the event of an emergency or by authorized personnel in training for emergency. Tampering with, or misuse of, fire safety equipment is a violation of local, state, and federal laws.

### Firearms and Explosives

The possession or use of firearms, firecrackers, explosives or weapons of any description, for any purpose, is prohibited.

### Forgery

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

### Gambling

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

### Health Insurance

Students who are enrolled at least half-time are eligible to participate in a student health insurance plan offered through the University. Brochures, enrollment forms, and prices are available in both the Office of Student Affairs and the campus Student Services Centers.

### Hours

Students are free to remain in any of the academic buildings of the University until the buildings are officially closed, unless otherwise authorized by an official of the University, or unless related to an authorized activity or event. See individual campus notifications for clarification of hours.

### Identification Cards

All students who are registered for coursework through undergraduate and graduate programs, and Field, Cluster, Cohort and FOCUS groups are issued an identification card, called the Global Card. Global cards will be issued based on current registration data. All Global Cards will be mailed to students following the add/drop period. Students receiving a non-photo card can exchange it for a photo ID card at any

Chicago-area campus (a \$10 fee is charged for **exchanging** the card). Global cards will be imprinted with a bar-code which meets the requirements for identification at any library which is part of the ILLINET system, allowing the holder to participate in resource use at that library under the general policies of the ILLINET program (applies to students taking classes in Illinois only).

The Global Card contains a magnetic stripe which allows the user to electronically store money to use on copiers (Chicago area campuses only) and bookstore and food services purchases (Chicago and Evanston campuses only).

The Global card is valid only during periods of active registration. The card is the official University identification and entitles students to admission to University buildings, use of the libraries, and use of other University facilities and services. Students are required to carry the ID card when present on one of the campuses, or at a class function sponsored by the University. The card is not transferable and is the property of the University and must be surrendered upon request by a University official. The card must be shown to any University employee on request. Any violation of these procedures will be cause for disciplinary action to be requested and the person in question may be barred from University property pending a disciplinary hearing.

In the event that a Global Card is lost or stolen, the student may obtain a replacement card at any campus administration office (the card will be mailed within 24 hours). There will be a fee to replace cards. For more information call ext. 3429 (Chicago), ext. 9011 (Elgin), ext. 2267 (Evanston), ext. 5804 (Wheeling) or ext. 4512 (Wheaton).

### **International Students**

Advocacy and assistance for international students is available through the Office of Student Affairs. Professionals are available to answer questions and to assist students with issues such as academic and cultural adjustment. International students are expected to comply with all federal laws as well as regulations of the University.

### **Laws**

Students are expected to comply with all local, state, and federal laws and are subject to processes and sanctions as provided in these civil and criminal codes.

### **Medical and Personal Emergencies**

If a medical or personal emergency results in an unexpected absence from class, your class instructor should be notified promptly. In case of a prolonged absence, students should notify their Academic Adviser and the Registrar's Office. In case of medical emergencies on campus, contact the campus public safety officer and/or dial 911.

### **Parking**

Parking lots are located at the Elgin, Evanston, Wheaton, and Wheeling locations. For information on parking in public or private lots at Chicago, contact the Chicago Campus at extension 3205. Parking lots are also available at the following campuses: Milwaukee/Beloit, Wisconsin; Northern Virginia/Washington, D.C. and Tampa, Florida.

### **Performing Arts and Events**

Performing arts and cultural events are held regularly in the Weinstein Center for Performing Arts and the Carlson Auditorium, Evanston Campus. For a schedule of upcoming events, students may contact Facility Management on the Evanston Campus at extension 2267.

For a number of the productions and performances on campus and in the community, students may receive either free or reduced-cost tickets on a first-come first-serve basis with the presentation of a valid student identification card.

### **Personal and Physical Safety**

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

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

### **Programs, Events, and Activities**

The purpose of special events programming is to provide enrolled students the opportunity to socialize with their classmates, to meet other students enrolled at the University, and to encourage a meaningful bond between students and the larger institution that is National-Louis University. Examples include: convocations, workshops, seminars and student organization and club activities.

Information about programs, events, or activities is published through newsletters and calendars. Information is also posted on bulletin boards, discussed at student representative meetings, and disseminated through campus and/or United States Postal services.

36 If you're interested in becoming involved with planning or would like additional information, contact the Office of Student Affairs.

### **Requests by Officials of the University**

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

Students must respond promptly to summons from faculty members, administrative officers, and officers of disciplinary committees. Students must surrender ID cards at the official request of a faculty member or administrator of the University.

### **Residence Hall Living**

Baker Residence Hall, located at 2808 Sheridan Road in Evanston, is a co-educational facility owned by the University. Built in 1967, Baker Residence Hall has the capacity to house 176 resident students in its living units.

Detailed information regarding Baker Residence Hall and the Residence Hall Programs may be obtained from the Office of Residence Life. Regulations and information related to residence hall living are contained within the *Baker Residence Hall Handbook*.

### **Room Reservations**

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

### **Sales and Soliciting**

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

### **Smoking**

National-Louis University is committed to maintain a smoke-free environment. Therefore smoking is prohibited at all National-Louis University indoor locations.

### **Services for Students with Special Needs**

National-Louis University continuously seeks to ensure that its programs and services are fully accessible to students who have special needs. The Director of Diversity, Access and Equity

and the Center for Academic Development work with students to help them clarify their needs and assist them in identifying and utilizing appropriate accommodations. They also provide guidelines for documentation of a disability that may require academic accommodation.

National-Louis University will make reasonable accommodations for qualified individuals with known disabilities as provided by law. Students may meet with the Director for Diversity, Access and Equity or staff at the Center for Academic Development in order to most effectively utilize the following services: introduction to faculty regarding classroom and academic accommodations, including testing alternatives and taping lectures; individual and group consultation and support; career counseling and job search assistance; referral to state rehabilitation and other support service agencies; access assistance for mobility impaired students; other services and advocacy as needs are identified.

### **Student Services Center**

Students will undoubtedly encounter questions and need assistance during their educational pursuits at National-Louis University. The Student Services Center's function is to simplify students' lives by providing a single location for information and help with most non-academic needs. The Center offers a personal approach which helps to enhance the students' university experiences.

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

Each center is staffed with a team of service personnel who are able to assist students with admission, registration, financial aid and student account needs. Students can drop off completed paperwork to be sent to these departments and/or other campuses. Departmental literature and forms are also available for distribution at each center.

### **Telephones**

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

### **University Colors**

National-Louis University colors are platinum and blue.

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

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

## University Health and Wellness Services

### *Evanston Campus*

Confidential, basic medical first-aid treatment is available through nurse assessment, consultation, and nursing treatment.

Students with long-standing or complex medical problems should notify the University Health and Wellness Services upon admission.

During Service hours the nursing staff will assess and stabilize your medical condition and refer you to the appropriate health care provider.

In case of emergency or serious illness after Service hours, seek assistance in an area emergency room.

### *Other Campuses*

Students with long-standing or complex medical problems should notify the University Health and Wellness Services upon admission.

In case of emergency or serious illness, seek assistance in an area emergency room.

## University Mascot

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

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

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

## National-Louis University Community Acceptable Use of NLU Information Technology

*Approved for Implementation by President – January 2004*

**Purpose:** The NLU Acceptable Use Policy outlines user responsibilities and provides a framework for accountability for appropriate use of the University information technology and services.

**Policy:** National-Louis University provides resources to the university community (which includes all NLU prospective students, students, staff, faculty, board members, alumni, and administrators) through its information technology and services (defined as "NLU IT systems") which include all hardware, software, networks, communications systems, data and other related technologies owned, leased, or licensed by National-Louis University, its partners and affiliates, that are available for use by the NLU community.

The use of NLU IT systems is a privilege and not a right. Inappropriate use may result in the cancellation of that privilege.

Use of NLU IT systems must be consonant with the mission, goals, and objectives of the university. NLU community members are responsible for their activities and accountable for their individual conduct while using NLU IT systems or engaging in NLU-related activities.

### NLU Community Members:

1. Are responsible for abiding by all laws applicable to their use of NLU IT systems. This includes but is not limited to those dealing with copyright, trademark, patent, privacy, and intellectual property. [Only licensed software allowed. Fair Use policy must be adhered to.]
2. May use NLU IT systems for educational, instructional, service, research, administrative, and other purposes consistent with their roles in the university community. Incidental personal use of NLU IT systems is allowed if (a) it does not interfere with the operations of any NLU IT system, as determined by any IT professional staff member, and (b) it does not interfere with the job performance of staff or faculty, as determined by the individual's supervisor. [May not overload the system or detract from time spent "on the job"]
3. May not use NLU IT systems for commercial activity (other than NLU sponsored and authorized activities). May not use NLU IT systems for political, religious or other advocacy purposes unless related to the academic expertise and responsibilities of a faculty member.
4. Must refrain from activities to gain unauthorized access to or use of NLU IT systems, and any activities which would interfere with the normal operations of NLU IT systems. [No "hacking" allowed.]
5. Are responsible for observing secure computing practices and protecting the integrity of data and systems. [Maintain password security; log off systems when appropriate.]
6. Are responsible for conducting themselves in a professional and ethical manner in all communications conducted via NLU IT systems.

7. May not use NLU IT systems to transmit
  - a. threatening, or harassing material;
  - b. obscene or pornographic material (Faculty involved in research or teaching that requires reference to such material are advised to inform their Dean in advance that such material will be utilized. Faculty are also advised to prepare their students to handle such material.) or;
  - c. any NLU proprietary or confidential information to any individual or group not authorized to view such information. [See Banner Confidentiality Agreement for details. The document is at <http://oit.nl.edu/documents/BannerAccessRequestForm.pdf>.]

NLU IT system users have the right to due process (consistent with respective policies governing the categories of users) in cases of discipline resulting from violations of this policy.

The contents of NLU IT systems are owned by National-Louis University, with the exceptions of any content specifically covered by NLU intellectual property agreements or contractual obligations.

Refer to the "Procedures for Implementation of National-Louis University Policy on Acceptable Use of NLU Information Systems" for procedures related to this policy.

## Procedures for Implementation of National-Louis University Policy on Acceptable Use of NLU Information Systems

### Definitions

"Users" are all those individuals with privileges to use NLU IT systems. This includes faculty, students, staff, alumni, trustees, visitors and the general public.

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

Users must observe intellectual property rights including, in particular, copyright, trademark and property laws as they apply to software and electronic forms of information. Example: users may not copy entire works or significant portions of a work from an NLU IT system unless they have written permission of the owner (copyright holder).

Users may use only legally obtained, licensed data or software in compliance with license or other agreements and federal copyright and intellectual property laws and the NLU copyright policy. Example: every copy of software installed on every NLU IT system must be licensed. It is the Information Technology Department's responsibility to assure that all software they install is licensed. It is the individual user's responsibility to determine that all copies of software s/he installs are properly licensed. Assume that software is licensed for use on a single machine unless otherwise specifically noted in the purchase/license agreement.

Users shall not place copyrighted material (software, images, music, movies, etc.) on any NLU computer without prior permission from the copyright holder or as granted in a license agreement or other contract defining use. Example: users may not place entire works or significant portions of a work onto an NLU IT system unless they have written permission of the owner (copyright holder) or have a license allowing them to use that software or material.

Failure to abide by these laws exposes the individual user to sanctions by both NLU and the respective federal enforcement agency. Example: violations of copyright law by copying software may result in discipline by NLU and personal civil liability for each count of purposive, willful or wanton disregard for the federal copyright laws. The violator may face fines and may be responsible for the payment of mandatory statutory attorney's fees of the plaintiff.

### 2. Authorized Use

- a) Use of NLU IT systems is based on the individual's role and responsibilities within the NLU community. The individual's supervisor and Vice President or Provost authorize the establishment of the appropriate accounts and access privileges for each user or class of users. Example: what information you have access to depends on the needs of your job at NLU and not on your personal curiosity.
- b) Unauthorized usage or assignment of account privileges is expressly prohibited. Example: you may not use an account that has access privileges to information not needed in your job. A Systems Administrator may not assign to you access rights not required for your job.
- c) System users may not access or use another user's computer account or allow another person to use his or her account. Example: do not utilize any other person's account.
- d) Users must not conceal their identity when using NLU systems, except when anonymous access is explicitly provided (as with anonymous ftp). Example: some software allows users to send anonymous emails, survey responses or votes.
- e) NLU IT systems may not be used as a means of unauthorized access to computing accounts or systems. Example: Using your NLU account to hack (break into) an account on another university's system.

### 3. Privacy

All access to protected information stored in NLU records systems will comply with the provisions of Federal and State laws. The Family Educational Rights and Privacy Act (FERPA, also known as the "Buckley Amendment", 34 C.F.R. Part 99, as amended by 61 Fed. Reg. 59291 Nov. 21, 1996) provides for protection against unwarranted disclosure of private student education records. See Banner Confidentiality Agreement for details (appended to Banner Account Request Form). The document is available at <http://oit.nl.edu/documents/BannerAccessRequestForm.pdf>.

Users may not inspect, broadcast, or modify data files without the consent of the individual or individuals specifically charged with creating and maintaining those data, unless such activities are part of the user's job duties.

Users must exercise reasonable judgment when forwarding email or files that may be confidential or contain sensitive information. Such information may not be forwarded or otherwise distributed to individuals or groups unless the user knows the recipients are authorized to access such information.

Administrative users (Information Technology staff or other staff members responsible for maintaining data quality) may inspect or repair data files (including email stored on NLU mail systems) as required as part of their employment, and then only to the extent necessary to maintain the integrity and operations of NLU systems.

Users may not seek out, examine, use, modify, or disclose, without authorization personal or confidential information contained in any NLU IT system. Employees must take necessary precautions to protect the confidentiality of personal or confidential information encountered in the performance of their duties.

NLU retains the unfettered right to view any information in any NLU IT System.

#### 4. Malicious and Destructive Uses of NLU information systems

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

Uses of NLU IT systems specifically prohibited include but are not limited to:

- a) Using or attempting to use computer programs to decode passwords or other access control information.
- b) Circumventing or attempting to circumvent or subvert system or network security measures.
- c) Engaging in any activity that might be purposefully harmful to systems or to any information stored thereon, such as creating or propagating viruses, disrupting services, or damaging files or making unauthorized modifications to university data.
- d) Wasting computing resources or network resources; for example, by intentionally placing a program in an endless loop, printing excessive amounts of paper, or by sending chain-letters or unsolicited mass mailings.
- e) Using email or messaging services (such as AOL Instant Messenger) to harass, libel, intimidate, or distribute misinformation, for example, by broadcasting unsolicited messages, by repeatedly sending unwanted email or instant messages, or by using someone else's name or user ID.
- f) Accessing or attempting to access data on any system they are not authorized to use. [If a user receives a message that s/he is not authorized to access an account or specific data, s/he should immediately cease trying to gain access. If s/he believes they need that access to fulfill his/her job responsibilities s/he should contact his/her supervisor to gain access rights.]

- g) Making or attempting to make any deliberate, unauthorized changes to data on an NLU system. [Example: Banner Student System users may not change personal data such as address or date of birth of any NLU employee's record.]
- h) Intercepting or attempting to intercept data communications not intended for that user's access, for example, by "promiscuous" bus monitoring, wiretapping, keystroke monitoring or other methods. [There are dozens of software and hardware techniques for spying on computer users. None of these may be used on NLU IT systems with the exception of use by NLU Information Technology administrators investigating violations of the NLU Acceptable Use Policy.] Additionally, such activity is a violation of federal law and violators are subject to prosecution.

#### 5. Security and Data Integrity – User Responsibilities

Users must observe secure computing practices. Practices vary by user category or machine type.

- a) All Users, all NLU IT Systems
  - i) Maintain password security according to current NLU password protocol for each user group or system. [Use a non-obvious password; do not leave a written copy of your password in plain view; do not share your password with other users.]
  - ii) Implement standard anti-virus practices ("virus" refers to the entire group of destructive software including but not limited to viruses, worms and Trojans), which include but are not limited to exercising reasonable judgment about handling email and other files that are likely virus carriers. [Do not open email or email attachments that come from unknown sources or that have unexpected subject headings or that show evidence of multiple forwardings.]
  - iii) May not install "Spy-ware", unlicensed software, password cracking software, hacking tools on NLU owned equipment or utilize any such software while using any NLU information system (this includes but is not limited to use of internet access provided by NLU from a user's personal or other non-NLU equipment).
  - iv) May not install any unauthorized or "rogue" networking components. (i.e. hubs, switches, servers, or wireless access points or other devices). Any unauthorized networking components identified by the Office of Information Technology will be removed immediately and reported to the CIO and corresponding Vice President or Dean of the person who installed it.
- b) Individually assigned and individually managed workstations (PC, MAC or other similar systems typically used by the same staff, faculty or student on a regular basis):
  - i) The same requirements stated in paragraph "5 a)" plus:

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- ii) Frequently (recommendation is weekly) update anti-virus software files (anti-virus software is installed on all NLU IT systems issued to end users; updates are available from the manufacturer's web site). [Be certain that NLU's current anti-virus software is installed on your PC/Mac. Be certain that it is operational (ask for assistance in the case that you are uncertain).]
  - iii) Backing up all NLU data files on a regular and frequent basis. "Backing up" means that files are saved to at least two separate physical locations and media. Examples would include (preferred) saving files to a network drive (known as H: or I: drives for non-MAC systems) which in turn are saved to a tape drive on a regular basis by an IT staff member, or saving files to the individual machine's hard drive and making a copy of the files onto a floppy disk, zip disk, or CD.
- c) Public and centrally managed systems; these include end user workstations that are open to use by any NLU user (computing labs, library, Win Terminals, etc.)
- i) same requirements stated in paragraph "5 a)" plus:
  - ii) Anti-virus file updates: are handled by the Information Technology or other technology specialist staff assigned to manage these machines. Users of these public or centrally managed machines are specifically not allowed to install any software, including anti virus files.
  - iii) Backups: data files are not to be stored on public machines. Users will need to store data files on either network drives or removable media (floppy or zip disks). Users relying on removable media are expected to make copies of the removable media as their backup mechanism.

## 6. Security and Data Integrity – Information Technology Responsibilities

To support the academic, research and business operations of NLU, the Information Technology staff:

- a) Will operate an industry standard backup process for all Information Technology-maintained servers and network drives.
- b) Will implement strong password security on all systems owned or maintained by the University.
- c) Will allow all data traffic destined for sources outside the University's network so long as it is in support of the University's processes and functions.
- d) Will provide access to the services required by NLU community members to complete their job function.
- e) Will actively maintain the highest level of data protection methods allowable with the provided resources. (i.e. Anti-virus software, firewalls, and physical security)
- f) Will deny any traffic identified as malicious, dangerous or otherwise harmful to the University's data infrastructure, whether its source is inside or outside the University's network.

- g) Will remove any networking hardware or software not installed and supported by or with the permission of the Office of Information Technology

## 7. Enforcement

While NLU retains the right to access all data on any NLU system, it imposes protocols on such access during normal operations.

Information Technology staff members who have responsibility for network security may utilize various software and/or hardware tools designed to locate and identify software, hardware, and user actions that pose threats to NLU Technology Resources and/or NLU Information. Information Technology staff may not utilize such tools for any other purpose. Any user information derived from security investigations is confidential and is shared only with individuals directly involved in the investigation of any alleged security violation.

In instances when individuals are suspected of violating policies, the contents of user files may be inspected only:

- a) At the request of the user's supervisor and the concurrence of the Vice President of H.R. (staff) or Provost (faculty) or VP of Enrollment Management (students).
- b) When a Systems Administrator has reasonable cause to believe that a user's activities pose a significant operational or security problem and has the concurrence of the CIO.
- c) When requested by NLU legal counsel or the NLU President
- d) In accordance with a subpoena.

At the discretion of the System Administrator or the appropriate Vice President or the Provost, NLU IT system use privileges may be temporarily suspended, pending the outcome of an investigation of misuse.

The determination that a user has violated the NLU Acceptable Use Policy may result in disciplinary action up to and including termination of employment or dismissal from the university.

## 8. Due Process

- a) General Public  
Users who are members of the general public (are not employees or students of NLU) who violate the NLU Acceptable Use Policy may be reported to the appropriate law enforcement authorities.
- b. NLU Employees and Students  
Users have the right to due process (consistent with respective policies governing the categories of users) in cases of discipline resulting from violations of the NLU Acceptable Use Policy.

When a Systems Administrator reasonably believes it necessary to preserve the integrity of NLU IT systems, he or she may suspend any account, whether or not the account owner (the user) is suspected of any violation. Where practical, 24-hour notice will be given in advance of suspension.

Violations of the Acceptable Use Policy identified by any member of the Information Technology staff will be reported to the user's supervisor and to the CIO. If appropriate, violations may also be reported to NLU counsel and/or law enforcement authorities.

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

## Bibliography

Software Publishers Association. 1998. SPA's Recommend University Internet Usage Policy. [www.siaa.net/piracy/policy/educate.asp](http://www.siaa.net/piracy/policy/educate.asp)

The George Washington University. 1999. Code of Conduct for Users of Computer Systems at The George Washington University. <http://helpdesk.gwu.edu/helpdesk/misc/usercode.html>

Virginia Tech. 1998. Acceptable Use of Information Systems at Virginia Tech. [www.policies.vt.edu/2015.pdf](http://www.policies.vt.edu/2015.pdf)

## 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.

(See: "Using Software: A Guide to the Legal and Ethical Use of Software for Members of the Academic Community," Educom/ITAA, 1992. [www.educause.edu/ir/library/html/code.html](http://www.educause.edu/ir/library/html/code.html))

## NLU Student Email Account and Communications Policy

NLU's educational goals include assuring that all students have the skills essential in today's and tomorrow's electronic workplace. NLU also believes that electronic communications provide faster and more effective interactive communications than paper mail. For these reasons, NLU provides email

accounts to all full-time and part-time students as soon as they register for a class. 41

Once a student account is established, NLU will send official communications to each student via the student's NLU student email account. Messages sent to this account will not be duplicated via paper mailings. It is the student's responsibility to monitor the student's NLU student email on a regular basis. Failure to meet a deadline because a student did not read the student's email in time will not be considered an extenuating circumstance. Students may access the NLU email from any computer with an internet connection. Internet access is available at NLU campuses and public libraries.

Individuals with documented disabilities that prevent them from using a computer may request accommodation through NLU's Office of Disability Assistance in the Human Resources Department. Other individuals who prefer paper communications may obtain them by completing a request form and paying a fee. Forms are available on each campus.

Use of the Student Email system is governed by the *Acceptable Use of NLU Information Technology* policy, available online at [http://oit.nl.edu/documents/Acceptable\\_Use\\_Policy.pdf](http://oit.nl.edu/documents/Acceptable_Use_Policy.pdf).

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

## Family Educational Rights and Privacy Act of 1974

### Basic Policy

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

In the Clara Belle Baker Demonstration School, the rights detailed and discussed in these policies and procedures belong to the parents of the students. In the undergraduate and graduate schools of the University, these rights belong to the student. However, the parents of a student who is financially dependent upon the parents (as defined in Section 152 of the Internal Revenue Code of 1954) may have access to the student's record without first obtaining the student's consent.



## 42 Release Policy

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

The University has designated as directory information the following categories:

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

No other personally identifiable information about a current or former student may be released to any person or agency outside the University except by the written, signed, and dated request of the student (or parent where appropriate) specifying the information to be released and to whom it is to be released. At the request of the student (or parent), a copy of the information to be released will be provided when s/he consents to the release. (The Privacy Act provides for a number of exceptions to this rule whereby information may be released to accrediting agencies, certain federal and state authorities, for reason of emergencies related to the health and safety of the student, etc., without notifying the student or parent. A list of such exceptions may be obtained upon request. Emergency release of information may be necessary on approval of an appropriate administrative officer. In addition, notification shall not be given if the student [or parent, where appropriate] has directly made the request for the release of information.) Within the University, certain information within a student's record may be necessary for an individual or an office for whom it was not originally collected. Such information may be made available to University officials, including instructors, having legitimate educational interests.

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

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

### Maintenance of Records

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

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

This information is kept in a variety of offices as indicated below:

- Registration and Records
- Alumni Relations Office
- Center for Career Development
- Graduate Schools
- Office of Residence Life
- Office of Student Affairs
- Office of Student Finance
- Student Teaching Office
- University Health and Wellness Services

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 Registration and Records maintains student files until graduation. Transcripts are maintained permanently. The Office of Registration and Records keeps for five years general academic files of students who withdraw from the University before graduation and permanently maintains transcripts of all academic records earned at the University.
2. The Alumni Relations Office maintains directory information on all graduates.
3. The Center for Career Development maintains student credential files.

4. The Office of Student Finance maintains complete files until a federal audit has been made.
5. The graduate schools maintain student files until graduation.
6. The Office of Residence Life maintains records for five years from the time of residency.
7. The Office of Student Finance retains quarterly financial summaries of student fee payments and individual student files concerning Perkins Loans necessary to meet statutory requirements.
8. The Student Teaching Office permanently retains information files related to professional study: evaluation, notation, etc.
9. The University Health and Wellness Services maintains required immunization records and retains all other medical records for five years after a student terminates enrollment.

### **Student Right to Access**

Students currently or formerly enrolled in the undergraduate or graduate school may request access to their own educational records with the following exceptions:

1. Medical and psychological reports and records are not open for review, although the University nurse or other recognized professional may act as a student's agent and review the record for him/her upon the student's request.
2. Confidential letters and statements of recommendation, written before January 1, 1975 and used only for the purpose for which they were obtained are not open for review.
3. Parent's Confidential Statements and eligibility reports are not open for student's review without parental written consent.

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

### **Waiver of Right to Access**

In the following situations, the University shall provide students (or parents, where appropriate) with the means of waiving their right of access to certain limited parts of their educational record for the purpose of preserving confidentiality:

1. Letters of recommendation required for admission.
2. Letters of recommendation collected for a student's credential file in both the undergraduate and graduate colleges to be used in pursuit of employment.
3. Letters of recommendation used in connection with a student's eligibility for honorary recognition.

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

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

### **Procedure for Access**

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

### **Procedure for Challenging the Record and Informal Proceedings**

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

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

#### 44 **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 Notes**

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

For any questions concerning the legal interpretation of the act, the student or parent should consult an attorney.

That information designated by National-Louis University as directory information will be individually released without prior consent unless the student (or parent) requests in writing within the first two weeks of enrollment to withhold release. Any such request to withhold release of directory information will apply to *all* directory information.

Undergraduate and graduate University students should send such a request to the Registrar's Office. Parents of students enrolled in the Clara Belle Baker Demonstration School should send such a request to the director of the school.

#### **Policy on Inspection, Search and Seizure**

National-Louis University reserves the right to routine inspection of student property while they are on campus or in residence hall facilities for the purpose of maintaining compliance with regulations and standards described in the University catalogs, *Baker Hall Residence Handbook* and the Student Guidebook.

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

#### **Procedures**

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

#### **Disciplinary Action**

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

## Policy on Academic Honesty

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

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

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

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

### Procedure for Handling Incidents of Academic Dishonesty

1. A faculty member (or other University employee) who has reason to believe that a student has violated the University's Policy on Academic Honesty has an unequivocal obligation to confront the student for an explanation and resolution.
2. The faculty member<sup>1</sup> (or other University employee) shall arrange a private meeting with the student within 14 days of the occurrence of the alleged incident of academic dishonesty or within 14 days of the date s/he learned of the incident to: (1) explain the allegation(s) of violation of the Policy on Academic Honesty; (2) present the reasons or evidence to support such allegations; and, (3) provide a copy of the University's Policy on Academic Honesty. The desired outcome of this meeting shall be the identification of a mutually satisfactory remedy (see below) by which to correct the breach of the Policy on Academic Honesty. The outcome of this meeting becomes a part of the official record only at such time as Step 3, below, is activated. If the faculty member (or other University employee) and the student are unable to agree mutually on an available remedy (see below), either party may petition for a formal hearing procedure to resolve the matter.
3. The petitioning party shall file a petition for Hearing on Academic Dishonesty (hereinafter petition) within 20 days of the private meeting described at Step 2, above. Said petition shall be filed with the Senior Academic Officer of the University. The 20-day period may be extended by the mutual consent of the parties, but in no event shall any such extension exceed the 20-day period by more than 40 days.
4. The Senior Academic Officer, after determining that the petition falls within the purview of this policy will,

within 10 days of receiving the petition, or such other time as may be mutually agreed among the parties, shall convene a hearing committee (hereinafter committee)<sup>2</sup> which shall hear and decide the matter. The petitioner's presence is required. An accused student shall have a right to appear at the hearing with or without an advocate. However, the absence of an advocate shall not abrogate the Committee's responsibility to proceed and reach resolution.

5. The Committee shall evaluate all available evidence and materials, including the direct personal statements of the parties in attendance, and others who have direct knowledge of the matters under review. The Committee shall then, in private session, decide upon the remedy (see below) to be applied. That decision shall be reported within three days to the Senior Academic Officer who shall inform both parties in writing of the decision and place a copy of said notification in the student's file maintained by the Registrar.
6. Either party shall have the right to file a written appeal of the council's decision. Said appeal shall be received in the Senior Academic Officer's office within 14 days of the council's decision.
7. The Senior Academic Officer shall act on said appeal within 21 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.

### 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.

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

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

46 **Time Lines**

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

**Note:** All days are calendar days; not working days.

**Definitions and Guidelines****Plagiarism**

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

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

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

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

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

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

1. The use of key phrases:

*Far more frightening is the Star Wars plan of President Reagan.*

*We could see the end of American space science as an intellectual endeavor.*

2. The patch work of borrowed words and phrases:

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

3. The unattributed use of ideas:

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

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

More specifically: In cases #1 and #2 the writer must first decide whether the phrases copied from the original are valuable enough as quotations to be kept as such. If so, each word or phrase must be enclosed in quote marks and a formal or informal reference must be added as a footnote or in the text itself indicating the source. Handbooks or members of the faculty can supply various forms or suggestions for actually writing the documentation, whether it be a formal footnote or an informal explanation.

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

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

property of any individual and sources for them do not need to be cited (although, it usually does no harm to tell the reader where the fact was verified).

In the above sample, for instance, Mr. Horodyski's personal opinions, right or wrong, are considered to belong to him; but items of general news (which would appear, in similar form, in many newspapers and news magazines) could be considered a matter of public record and, if no direct quotations were used, a writer could choose whether or not to mention where he obtained the information. Encyclopedia information is usually considered public, but a courtesy footnote is often given.

In all cases, however, a general rule applies: *WHEN IN DOUBT, FOOTNOTE*. Nobody's reputation has ever been damaged by an unnecessary footnote; many careers have been destroyed by the absence of a necessary one.

### ***Receiving Improper Assistance***

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

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

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

## **Policy on Academic Appeals**

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

1. The criteria and procedures for the decision were not published.
2. The published criteria and procedures were not consistent with college, school, division, department or program policy and procedures, or violate a student's rights.
3. The published criteria and procedures were not followed in making the decision. This includes factual and calculation errors or major errors in judgment. Reasonable and customary academic judgments are specifically excluded from this review process.

4. The decision was substantially influenced by factors other than published criteria; i.e., the decision was discriminatory.

## **Introduction**

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

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

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

## **Policy Definitions and Concepts**

### **Reasonable and Customary Academic Judgment**

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

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

### **Academic Policies and Procedures**

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

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

### **An Academic Unit**

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

### **Academic Administrators**

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

### **Academic Decisions**

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

### **Discriminatory Practices**

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

### **Procedure**

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

Students must initiate the appeal process within 30 days following formal (documented) notification of the decision by contacting the individual responsible for the decision (e.g., the instructor who assigned a grade or the administrator who informed the person of the decision) to attempt informal resolution of the disagreement. The student may also consult with an academic adviser, program director, department chair, or student services professional to obtain informal assistance. (Such consultation does not initiate the appeal process.)

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

1. Attempt informal resolution of the disagreement.
2. Identify for the student the department head or administrator responsible for the academic unit involved in the appeal. An academic unit is defined as a division, department, program or other subdivision of a college.
3. Inform the student about the academic appeal process including any review procedures/options that exist within the academic unit.
4. Document in writing the initiation of the review process and the terms of any agreement reached. Agreements reached during the informal review process are not to be placed in the official university record of either party, but shall be retained in the administrative files of the department or program. Both individuals shall retain a signed copy of the agreement.

If the individual responsible for the decision is unavailable or unresponsive within 15 days of the implementation of this step, the administrator responsible for the unit may authorize an extension or initiate Step II.

#### ***Step II. College Academic Unit Level Review***

If a reasonable effort by the student and the individual who made the contested decision does not result in informal resolution of the complaint, the student may submit a written request for review to the responsible academic unit department head or administrator within 45 days following notification of the original decision.

The request for review must state:

1. The decision that is being appealed.
2. The name(s) of the individual(s) responsible for the decision.
3. The date of notification.
4. The basis for appeal in relation to the criteria stated above.

The department head or administrator responsible for the unit shall review the written appeal and:

1. Determine that the appeal is within the scope of this process.
2. Meet informally with the student and others involved in the decision to identify possible solutions and promote informal resolution.
3. Serve as a mediator as part of the unit's informal review process.
4. Or, determine that further informal review by the unit is not likely to resolve the disagreement and refer the appeal to the college unit responsible for hearing student appeals.

The department head may authorize implementation of any informal agreement which is reached with the individual (Step I), or decide the appeal on its merits.

When deciding an appeal on its merits, there is an expectation that academic administrators at the college department or program level will review and make decisions regarding student appeals of faculty and staff decisions within their departments. Appeals that may require exceptions to customary practice (i.e., situations that are unique or uncommon), must be forwarded to Step III for review by the appropriate faculty governance unit.

If an agreement is not reached within the academic unit, the academic unit administrator will refer the appeal to the college governance unit responsible for hearing student appeals.

### ***Step III. College Appeals Unit Review***

If a reasonable effort by the student and the department head or administrator does not result in a resolution of the complaint, the student may submit a written request for review to the college governance unit responsible for hearing student appeals within 60 days following notification of the original decision.

The college governance units are:

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

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

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

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

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

### ***Step IV. University Level Review***

If a student is not satisfied with the resolution/remedy of the complaint as determined at the college level, the student may submit a formal written appeal to the Senior Academic

Officer within 90 days following notification of the original decision. The formal written appeal must include: 49

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

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

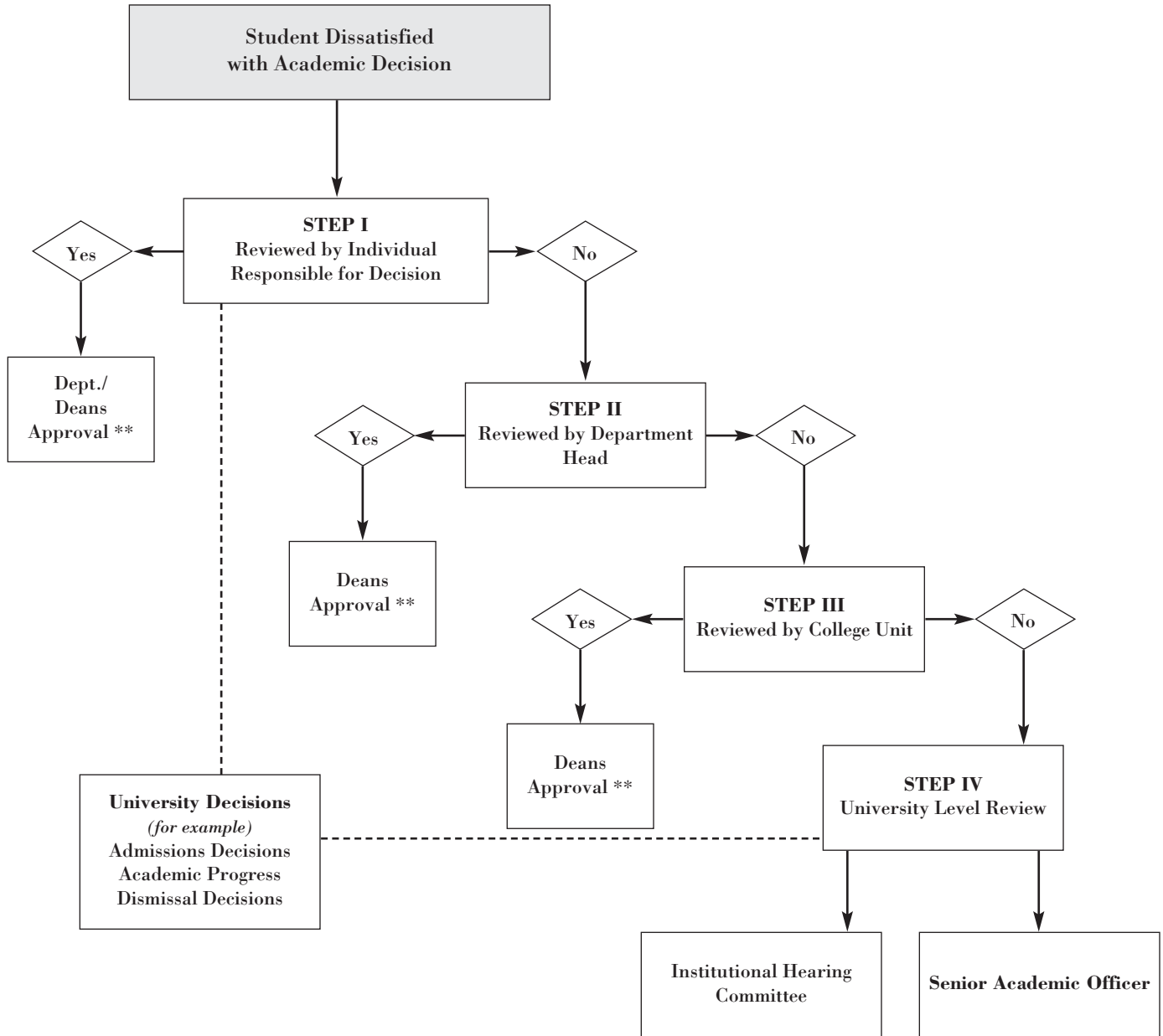
1. The student has made a reasonable attempt at resolution at the college level following published procedures and time lines (the appeal may be remanded to the college if warranted); and,
2. There is reasonable preliminary evidence that the appeal is based on one (or more) of the reasons stated in the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

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

1. Forward a copy of the petition to the individual whose decision is being appealed.
2. Appoint a hearing officer to conduct a formal hearing. The hearing officer shall be a full-time employee of the institution with appropriate experience in the type of decision under review, but not directly involved in the specific decision.
3. Request that the chair of the faculty senate (or in his/her absence the chair-elect) appoint two faculty members who were not directly involved in the original decision to serve with the hearing officer as members of the hearing committee.
4. The hearing committee procedures are as follows:
  - a) Within 10 days following appointment, the hearing officer shall schedule a hearing and notify the involved parties of the procedures to be followed.
  - b) The hearing officer shall make a good faith effort to schedule the hearing at a time and place that is mutually agreeable to all persons involved.



50 **Student Appeals Flow Chart**



\*\* If warranted

- c) The number of meetings shall be determined by the members of the hearing committee as it deems necessary.
  - d) Any and all written materials which a party wishes to submit to the hearing committee shall be submitted at least three days prior to the first hearing date. Any additional materials will be accepted at the discretion of the hearing committee. Within three days prior to the first hearing date, each party shall also provide the hearing committee with a list of anticipated witnesses.
  - e) Each party may be accompanied at the hearing by an advocate of his/her choice. Within three days prior to the hearing, each party shall provide the hearing committee with the name and relationship of any such advocate.
  - f) No verbatim transcript or tape recording will be made of the hearing or the hearing committee's deliberations.
  - g) The hearing committee may deliberate in closed session at any time in its discretion.
  - h) Should the hearing committee independently gather any documents, witness statements or depositions, the parties shall be informed that the committee has done so, and the parties shall be allowed to review and comment on the same before the hearing committee concludes its deliberations.
  - i) The parties shall respond to any request of the hearing committee within three days. The hearing committee may extend the response period upon the request of a party for good cause shown.
  - j) The hearing officer shall preside over the hearing. No formal rules of evidence or parliamentary rules shall apply. All persons concerned shall strive to conduct themselves in a spirit of collegiality.
  - k) After the evidence has been presented, the hearing committee shall deliberate in private and determine by majority vote if the original decision should be sustained or overturned, and if overturned or mitigated, what remedy should be recommended.
  - l) The hearing committee shall make a good faith effort to provide a final written report within 30 days of the first hearing date. The recommendation of the hearing committee shall be forwarded to the Senior Academic Officer for review/implementation.
5. The Senior Academic Officer will inform the involved parties of the hearing committee's decision within 10 days of receipt of the committee's report.
  6. Within 10 days following notification of the decision of the hearing committee, either party may appeal to the Senior Academic Officer for final administrative review. The Senior Academic Officer will render a final decision within 30 days. The involved parties shall be informed in writing of the final decision.

## **Students with Disabilities Grievance Procedures**

### **Informal Complaint Procedure**

A student should speak first about the concerns with his or her faculty member, program director or college dean. In these discussions, a satisfactory resolution may be readily found. An applicant who feels s/he has been discriminated against because of a disability should speak first to their enrollment representative regarding the situation. A student or applicant who is uncertain about filing a formal complaint may wish to discuss the question informally with the Director of Diversity, Access and Equity, Chicago Campus, 122 S. Michigan Ave, Chicago, IL 60603; 312/261-9650 or use the national relay service – FAX 312/261-3289. This informal discussion might include the development of an approach enabling the student or applicant to deal with the situation or having the Director of Diversity, Access and Equity take the complaint under formal review.

### **Formal Grievance Procedure**

A student or applicant who decides to file a formal complaint should contact the Director of Diversity, Access and Equity, Chicago Campus, 122 S. Michigan Ave, Chicago, IL 60603; 312/261-9650 or use the universal relay service. If the grievance concerns the actions of the Director of Diversity, the grievance will be investigated by an impartial university official. All other grievances will be investigated and reviewed by the Director of Diversity.

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

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

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

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

## 52 Policy on Disruptive Classroom Behavior

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

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

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

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

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

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

### Student Hearing and Appeal System

The formal responsibility for student discipline has been delegated to the Senior Academic Officer. This includes:

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

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

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

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

### Structure and Jurisdiction

When a violation is alleged to have occurred, an Incident Report form may be filed by a student, faculty, or staff member of the University community. This report should be submitted to a student affairs administrator on the campus where the violation is alleged to have occurred. The administrator will determine if a hearing will follow and will initiate the procedure. A copy of the Incident Report and correspondence regarding the judicial process will be sent to the student accused of the violation.

The student charged with the violation has the option of choosing one of the following three judicial processes to hear their judicial case:

#### *I. Administrative Action*

A student may request Administrative Action to be taken by the Director for Student Affairs.

This avenue may be followed if the student is choosing to assume responsibility for his/her actions. A sanction will then be imposed by the Director of Student Affairs.

#### *II. Administrative Hearing Committee*

If a student pleads "not responsible" to the charge(s) but requests administrative action, the case is automatically heard by the Administrative Hearing Committee comprised of the Director of Student Affairs and one other student affairs professional.

All conduct violations occurring during the summer or interim periods are under the jurisdiction of the Administrative Hearing Committee if other judicial hearing options are not available during that time. All conduct violations involving non-University students are under the jurisdiction of the Administrative Hearing Committee.

### III. Campus Judicial Board

The judicial board may be requested when a student who has been charged with a violation pleads “not responsible” and desires a hearing involving the student’s peers.

The judicial board for each case will consist of one student, one faculty member, and one student affairs professional, who will serve as the board administrator for the hearing. Selection will be made from the faculty and students at the campus (or field locations) and level (undergraduate/graduate) of the accused student.

#### The Judicial Affairs Manual

The Judicial Affairs Manual orients members of the judicial board and details the procedures and guidelines for the members of judicial boards to follow. The manual is made available to students accused of violations. It provides students further information on procedures related to the Student Hearing and Appeal System.

#### Due Process

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

1. The student shall receive a written notice of all charges, the names of available witnesses, any evidence brought forward, and the time and place of the hearing at least five days prior to the date of the hearing. These will be collected and sent to the student by the Director of Student Affairs.
2. The student must decide which judicial body will hear the case within 48 hours of receipt of the hearing notice. At this time the student may provide the names of additional witnesses and any related materials pertinent to the matter.
3. The student is entitled to one of the three types of judicial hearings, which shall be held in not less than four, nor more than 15 work days from the date of the charge unless the student charged expressly waives all or part of the notice period, or a continuance is granted by the Director of Student Affairs.
4. A student may appear in person and present evidence in defense, call witnesses, and ask questions of anyone present, but absence shall be noted without prejudice.
5. The accused student may be assisted during the hearing by a student or faculty member of the accused student’s choice, to provide counsel.
6. An advocate may be chosen by the accused student from the University community. This advocate would serve to familiarize the accused student with judicial procedures and to advise the student about the options available within the judicial system for presentation of the case.
7. The accused student, or counsel, may challenge the participation of any member of the judicial board for

good and substantial reasons, but the member’s continuation is at the discretion of the Director for Student Affairs.

8. The decision of the judicial body shall be made only on the basis of materials and evidence relative to the case.
9. The accused student and complainant are each entitled to written notice of the results of the hearing sent within 10 working days.
10. All hearings are closed to the public. Persons in attendance shall be limited to members of the judiciary, the accused student and counsel, and witnesses. All persons involved in a hearing shall agree to hold information related to the judicial case confidential.
11. A record of the hearing shall be made by a member of the judiciary and filed with the Senior Academic Officer and the Director of Student Affairs. The accused student may request access to the record.

#### Format of Hearing

If the student chooses a formal hearing before the Administrative Hearing Committee or before the Campus Judicial Board, procedures will be as follows:

1. The Judicial Administrator shall schedule a time and place for the hearing and inform the student in writing at least five business days prior to the hearing. All evidence and names of witnesses will be provided to the student in writing at that time. If the student wishes to call witnesses or provide written evidence, this information must be provided in writing to the Judicial Administrator at least 48 hours prior to the hearing.
2. The written notice of the hearing will include the names of the hearing panel members. The student may challenge the inclusion of any members of the hearing panel for cause. The Judicial Administrator will rule on all such challenges and his/her decision will be final.
3. Any person filing a charge must be willing to participate in disciplinary proceedings. Failure to do so may result in the charge(s) being dropped.
4. All hearings shall be conducted according to the following format and may be tape recorded.
  - a. The charges stated and the case presented by the Judicial Administrator.
  - b. A statement made by the person who filed the charges.
  - c. A statement made by the charged student, if appropriate.
  - d. Statements made by witnesses, if appropriate.
  - e. Questions asked by members of the hearing committee or the judicial board.
  - f. Any final statements made by the charged student.
  - g. Closing statements made by the Judicial Administrator.

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5. All decisions shall be reached only on the basis of evidence and statements presented at the hearing. Decisions of the committee will be by simple majority. Following a determination of guilt, past offenses or other relevant information may be considered for purposes of determining severity of disciplinary sanctions.
  6. The student may have an adviser of his/her choosing present at all hearings. The adviser 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 adviser/student consultation will be determined by the Judicial Administrator.
  7. If the student fails to appear at the hearing, the Judicial Administrator or University Judicial Committee may proceed in his/her absence and assess an appropriate sanction based upon the evidence available.
  8. The Judicial Administrator or University Judicial Committee will inform the student of the decision by hand-delivery or certified mail within ten (10) business days of the hearing.

### Disciplinary Sanction

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

1. Reprimand: an official rebuke which makes the misconduct a matter of record.
2. Restriction: limitation of a student's privileges or freedom.
3. Probation: a period during which continued enrollment is conditioned upon continued cooperation. Suspension may occur should another violation take place.
4. Suspension: a temporary or permanent dismissal from the University.
5. Other: at the discretion of the hearing body, or a senior administrator of the University.

### Right of Appeal

In situations where the student feels that a decision has been unfair or a sanction unduly harsh, an appeal may be made by submitting a written request within 10 working days of the notification of the decision. This appeal is made to the Senior Academic Officer who will review the request and decide whether or not a further hearing will occur. The Senior Academic Officer makes a decision during the review whether to uphold the decision or to further hear the case.

### Administrative Order

For reasons of disruption or of safety of persons or property, a student may be asked by a member of the faculty, staff or administrator acting in an official capacity, to

temporarily leave a University function and/or University property. Notification and due process follow this action. In extreme situations, where temporary suspension is recommended, the decision rests with a Senior Vice President or the University President.

### Records of Disciplinary Matters

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

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

### Policy on Sexual Harassment

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

### Policy

It is the policy of National-Louis University to prohibit the sexual harassment of any member of its community by any other person or persons who are affiliated with the University in any way. No employee or student of the University is expected to endure insulting, degrading, or exploitive treatment.

Harassment on the basis of sex is recognized as a form of sex discrimination, which is prohibited under Title VII of the Civil Rights Act of 1964. As defined in the 1980 Equal Employment Opportunity Commission's Guidelines On Sexual Harassment, sexual harassment encompasses "unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature" such as intentional patting, pinching, touching, or other sexually suggestive behavior. Sexual harassment occurs when:

1. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or educational experience, creating an intimidating, hostile, or offensive employment, educational, or living environment for an individual.
2. Such conduct has the purpose or effect of abusing the dignity of an employee or student through insulting or degrading sexual remarks or conduct.
3. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or of a student's status in a course, program or activity.
4. Submission to or rejection of such conduct is the basis for academic or employment decisions affecting an individual.

5. Such conduct directed against an individual persists despite requests for its cessation and/or when a claim of sexual harassment has resulted in retaliation against employees/students for complaining about such behavior.

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

### **Procedures**

A member of the University community who believes that they have been involved in an incident of sexual harassment or who becomes aware of an incident of sexual harassment as defined above should bring any such matter to the attention of their immediate supervisor, or the Director of Diversity, Access and Equity, Chicago Campus, 122 S. Michigan Avenue, Chicago, IL 60603; 312/261-9650 or use the national relay service – FAX 312/261-3289. The individual may initiate the action through the process with mediation or with formal review. The complainant who chooses mediation does not relinquish the option of formal review.

#### ***Option I. Mediation***

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

**Strict confidentiality will be maintained.**

#### ***Option II. Formal Review***

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

1. No further action.
2. Further investigation needed.
3. Warning.
4. Behavioral Contract (probation).
5. Suspension.
6. Dismissal.

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

Additionally, a student or applicant who believes that she/he has been sexually harassed can file a Charge of Discrimination at their regional U.S. Department of Education

Office for Civil Rights. For example, the Illinois and Wisconsin Regional Office is at 111 N. Canal Street, Chicago, Illinois 60606. A student or applicant may also file a Charge of Discrimination at their state Fair Employment Practices agency, such as the Department of Human Rights, 100 W. Randolph Street, James R. Thompson Center, Suite 10-100, Chicago, Illinois 60601.

### **Policy on Infectious Disease Issues**

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

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

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

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

The multidisciplinary team shall include:

1. Director of University Health & Wellness Services.
2. Individual’s physician.
3. Dean of appropriate college.
4. Senior Academic Officer.

### **Policy on Falsification of Records and Official Documents by Students**

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

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

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

### **Policy on Submission of Fraudulent, Incorrect, or Misleading Information Pertaining to Student Admission**

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

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If a University faculty or staff member discovers that this policy has been violated by an applicant for admission, that applicant shall be denied admission by the Director of Admissions.

Any University faculty or staff member who discovers that this policy has been violated by a currently-enrolled student shall bring the matter to the attention of the Senior Academic Officer. The student shall be presented with the evidence. In situations where the student pleads "not guilty," the case is handled within the Student Hearing and Appeal System.

## **Student Right to Know and Campus Security Act, Title II, Public Law 1012-542**

### **Overview**

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

### **Results**

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

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

### **Safety and Security**

Students are required to carry their ID card when present on one of the campuses or at a class function sponsored by the University, and must surrender it upon request by a University official. The card is not transferable and is the property of the University. Information and policies pertaining to parking; physical facilities; and property, personal, and physical safety are found in the section Student Information and Regulations. Additional information is contained in the *Baker Residence Hall Handbook*.

Statements of policy concerning the possession, use, or selling of alcoholic beverages and illegal drugs are found in this catalog. The Policy on Inspection, Search and Seizure, reinforces the commitment of this institution in attending to the above policies. Disciplinary actions which National-Louis University may impose for violations of University policies are found in Student Hearing and Appeal System. Policies pertaining to disruptive behavior are found in Policy on Disruptive Classroom Behavior.

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

### **Incident Reporting**

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

### **Policy for Students Deployed Under Military Orders**

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

1. Tuition for all in-class (residence) courses will be locked in at the rate students were receiving at the time of their deployment for a period of 3 years after their date of withdrawal.
2. Students who have "I" in-progress grades at the time of their deployment will have in-progress grades converted to "IE" which are in-progress extended grades. These "IE" grades denote "I" grades extended beyond the time normally allowed for completion. Grades of "IE" will not lapse to a failing grade. Current policy mandates that grades of "I" which are not removed at the conclusion of one calendar year beyond the day of the assigned "I" will automatically be lapsed into a "U" for undergraduate students and "N" for graduate students.

#### **Procedures for Processing Withdrawal Requests for Students Deployed Under Military Orders**

1. Students will be required to submit a letter to the Office of the Registrar indicating their intent to withdraw from their program along with orders confirming deployment. This should be done prior to the time of deployment.
2. Once the letter of withdrawal and orders have been confirmed, the Office of the Registrar will drop the student from the program and remove them from the course in which they are presently registered and any future courses.
3. Charges will be applied based on the semester or quarter hours the student has completed. Pro-rata will not be applied to the student account. Refunds, if applicable, will be issued by the Office of Financial Services for coursework not completed.

## Alcohol and Substance Abuse Policy Summary and Educational Guidelines

National-Louis University forbids the unlawful use, possession, distribution, or sale of drugs or alcohol by a student or employee anywhere on University property.

Students/employees in violation of state, federal, or other local regulations with respect to illegal drugs or alcohol may be subject to both criminal prosecution and University disciplinary action.\*

Substance	Alcohol	Cannabis	Cocaine	Depressants	Other Stimulants	Psychedelics	Narcotics
	at .10 blood alcohol concentration and above	Marijuana, Hash/Hash Oil THC	includes crack cocaine	Tranquilizers Barbiturates Methaqualone	(excluding cocaine) Amphetamines Methamphetamines	LSD, Mescaline Psilocybin Phencyclidine (PCP) MDMA (Ecstasy) MDA	Opium, Morphine Codeine, Thebaine Heroin Methadone Darvon, Demerol
<b>Effects of Occasional and Extended Use</b>	<ul style="list-style-type: none"> <li>impaired motor abilities</li> <li>reduced judgments</li> <li>sleepiness</li> <li>increased sexual desire, but reduced ability to perform</li> <li>nausea, vomiting</li> <li>liver disorders</li> <li>alcoholic hepatitis</li> <li>alcoholic cirrhosis</li> <li>cancer of the tongue, mouth, throat, liver, esophagus, breast</li> <li>fetal alcohol syndrome (most common symptom is mental retardation)</li> </ul>	<ul style="list-style-type: none"> <li>diminished short-term memory, motivation and cognition, coordination, concentration, oral communication, and reaction time</li> <li>anxiety and panic reactions</li> <li>carcinogenic elements in smoke</li> <li>damaged lungs and respiratory system</li> </ul>	<ul style="list-style-type: none"> <li>increased likelihood of risk taking</li> <li>seizures</li> <li>sleeplessness</li> <li>paranoia</li> <li>irregular heartbeat</li> <li>can cause sudden death by stroke or heart failure even in young users</li> <li>cocaine psychosis (paranoia and hallucinations)</li> <li>ulceration of mucous membranes in the nose</li> <li>sexual dysfunction</li> <li>during pregnancy: severe physical and emotional problems in babies</li> </ul>	<ul style="list-style-type: none"> <li>dangerous effects when mixed with alcohol</li> <li>calmness and relaxed muscles</li> <li>slurred speech</li> <li>staggering gait</li> <li>loss of motor coordination</li> <li>altered perceptions</li> <li>respiratory depression, which can result in coma or death</li> <li>disruption of normal sleep cycle</li> <li>during pregnancy: birth defects, brain tumors in children</li> <li>tolerance develops severe withdrawal symptoms</li> <li>physical and psychological dependence</li> </ul>	<ul style="list-style-type: none"> <li>increased heart and respiratory rates</li> <li>elevated blood</li> <li>decreased appetites</li> <li>headaches</li> <li>blurred vision</li> <li>dizziness</li> <li>sleeplessness</li> <li>anxiety</li> <li>amphetamine psychosis (violent behavior, hallucinations, delusions, paranoia)</li> <li>drug tolerance and dependency</li> <li>mood swings</li> <li>ulcers</li> <li>mental confusion</li> </ul>	<ul style="list-style-type: none"> <li>distorted sense of distance, space and time</li> <li>blockage of pain sensation</li> <li>nausea, vomiting and diarrhea</li> <li>severe mood disorders: panic, depression, anxiety</li> <li>greater suggestibility and feelings of invulnerability</li> <li>unpredictable reactions if drugs are “cut” with impurities</li> <li>tolerance after 3-4 daily doses (higher doses are required to produce same effects)</li> </ul>	<ul style="list-style-type: none"> <li>feelings of euphoria followed by drowsiness</li> <li>nausea and vomiting</li> <li>respiratory depression</li> <li>central nervous system depression</li> <li>use of unsterile needles promotes: AIDS, Hepatitis B, Endocarditis (infection in heart)</li> <li>women dependent on opiates have multiple pregnancy complications: spontaneous abortions, still births, anemia and diabetes</li> </ul>
<b>Local Treatment</b>	The National Institute on Drug Abuse Hotline 800/662-HELP (An information and referral line that directs callers to treatment centers in the local community).						

\* Policies in regard to student alcohol and substance abuse are found in the Student Information and Regulations section and discipline procedures are in accordance with the Student Hearing and Appeal System. Faculty and staff are subject to the policies of the Human Resources Department.



**Criminal Sanctions**

Federal Trafficking Penalties

As of November 18, 1988

<b>DRUG</b>	<b>QUANTITY</b>	<b>1st OFFENSE PENALTY</b>	<b>2nd OFFENSE PENALTY</b>
<b>Methamphetamine</b>	0-99 gm or 100-999 gm mixture	Not less than 5 years. Not more than 40 years.	Not less than 10 years. Not more than life.
	100 gm or more or 1 kg or more mixture	Not less than 10 years. Not more than life.	Not less than 20 years. Not more than life.
<b>Heroin</b>	100-999 gm mixture	Not less than 5 years. Not more than 40 years.	Not less than 10 years. Not more than life.
	1 kg or more mixture	Not less than 10 years. Not more than life.	Not less than 20 years. Not more than life.
<b>Cocaine</b>	500-4,999 gm mixture	Not less than 5 years. Not more than 40 years.	Not less than 10 years. Not more than life.
	5 kg or more mixture	Not less than 10 years. Not more than life.	Not less than 20 years. Not more than life.
<b>Cocaine Base</b>	5-49 gm mixture	If death or serious injury, not less than 20 years. Not more than life.	If death or serious injury, not less than life.
	50 mg or more mixture	If death or serious injury, not less than 20 years. Not more than life.	If death or serious injury, not less than life.
<b>PCP</b>	10-99 gm or 100-999 gm mixture	If death or serious injury, not less than 20 years. Not more than life.	If death or serious injury, not less than life.
	100 gm or more or 1 kg or more mixture	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$8 million individual, \$20 million other than individual.
<b>LSD</b>	1-10 gm mixture	Fine of not more than \$2 million individual, \$5 million other than individual.	Fine of not more than \$4 million individual, \$10 million other than individual.
	10 gm or more mixture	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$8 million individual, \$20 million other than individual.
<b>Fentanyl</b>	40-399 gm mixture	Fine of not more than \$2 million individual, \$5 million other than individual.	Fine of not more than \$4 million individual, \$10 million other than individual.
	400 gm or more mixture	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$8 million individual, \$20 million other than individual.
<b>Fentanyl Analogue</b>	10-99 gm mixture	Fine of not more than \$2 million individual, \$5 million other than individual.	Fine of not more than \$4 million individual, \$10 million other than individual.
	100 gm or more mixture	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$8 million individual, \$20 million other than individual.

DRUG	QUANTITY	1st OFFENSE PENALTY	2nd OFFENSE PENALTY
<b>OTHERS*</b>	Any	Not more than 5 years. Fine not more than \$250,000 individual, \$1 million not individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million not individual.
<b>ALL</b>	Any	Not more than 3 years. Fine not more than \$250,000 individual, \$1 million not individual.	Not more than 10 years. Fine not more than \$500,000 individual, \$2 million not individual.
<b>ALL</b>	Any	Not more than 1 year. Fine not more than \$100,000 individual, \$250,000 not individual.	Not more than 6 years. Fine not more than \$200,000 individual, \$2 million not individual.
<b>ALL</b>	Any	Not more than 1 year. Fine not more than \$100,000 individual, \$250,000 not individual.	Not more than 6 years. Fine not more than \$200,000 individual, \$2 million not individual.

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

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

Federal Trafficking Penalties—Marijuana

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

\* Includes hashish and hashish oil.

(Marijuana is a Schedule I Controlled Substance.)

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

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

1. Prior to reinstatement students will be required to meet with an academic adviser 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 advisers 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.

### **Drug-Free Schools and Communities Act of 1989**

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

National-Louis University is committed to maintaining a drug-free environment for students and employees. Disciplinary sanctions which National-Louis University may impose for violations of University policies are found under the Student Hearing and Appeal System.

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

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

### **Hazing**

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

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

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

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

Any allegations of hazing are to be made to the Office of Student Affairs at the location involved or to the Senior Academic Officer. The provisions of the Student Hearing and Appeal System apply.

### **Review of Research Involving Human Participants**

National-Louis University meets the requirements of the *Code of Federal Regulations, Title 45, Public Welfare, Part 46, Protection of Human Subjects* through its Provost and

Institutional Research Review Board (IRRB). The Provost and IRRB enforce and monitor university-wide processes for the review of research involving human participants by requiring that students and faculty either certify that their studies are “exempt” from review or submit them for expedited or full review by the IRRB. The Provost and IRRB seek the assurance of protection of human participants in research by students for individual courses from faculty instructors and academic departments. They also provide opportunities for faculty and students to become further informed on ethical research principles and practices through meetings, written materials, and training. Guidance and documents related to review of research with human participants may be obtained from the Provost’s Office.

## Academic and Lifelong Learning

### Center for Academic Development

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

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

### Prior Learning Assessment

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

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

For further information and to determine eligibility, please contact the Prior Learning Assessment center. 61

## Academic Support Services

### Academic Computing

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

Academic computing services:

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

Services and programs vary by location. Check with your local campus or center for available resources.

### Interactive Video Classrooms

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

### Libraries

The mission of the University Library is to provide a comprehensive program of library and instructional media services to support the curriculum. Whether students are enrolled in on-campus or off-campus programs, all NLU students have access to the resources of the University Library.

The Library serves as an active partner in the teaching and learning processes and activities of the University. Librarians at each campus teach library research skills to classes, small groups, or individuals. Faculty may make arrangements for a library instruction, and students are encouraged to make individual appointments with a librarian. The goal of the library instruction program is to promote information literacy and reading, teach students to utilize libraries effectively, and encourage lifelong learning.

NLU's library collections total more than one million items (including books, journals, curriculum materials, children's literature, ERIC documents on microfiche, audiovisual materials, and computer software), in addition to a variety of electronic databases and reference sources. The collections are primarily intended to support the academic disciplines taught at NLU. Special collections include Elizabeth Harrison's personal library, materials on the history of kindergarten and early childhood education, the William S. Gray Reading Research Collection, and the University Archives.

Because its collections are decentralized, the University Library maintains a very active interlibrary loan service, providing quick delivery of materials through an intercampus shuttle. In some cases, off-campus students and those at locations outside the Chicago-area campuses may have materials mailed directly to them at home.

To help in providing the fullest scope of research resources, National-Louis University is a member of the Illinois Library Computer System Organization (ILCSO). This is a consortium of more than 50 public and private higher education institutions in Illinois with total library collections exceeding 25 million volumes. Materials are delivered quickly from the other libraries through a statewide van delivery system. In addition, students and faculty from any ILCSO member library may take advantage of direct borrowing privileges and other services at other ILCSO libraries. The University Library also participates in resource sharing through the OCLC cooperative network and the North Suburban Library System. The ILCSO libraries share a centralized online catalog (ILLINET Online) with access from home or office through the Library's webpage. All of the Library's other e-resources may also be accessed from the Library web page.

## Student Affairs

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

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

The Office of Student Affairs is staffed with professionals who help to coordinate the nonacademic life of students. We act in an advisory capacity and advocacy role for all students. Student Affairs maintains an open-door policy and encourages students to discuss their problems and voice their concerns.

The Office of Student Affairs provides programs and services for the benefit of the University's students. These "co-

curricular" programs complement the academic programs and are designed to promote student development and learning. Student Affairs professionals also assist students in addressing special needs or difficulties, and seek to provide an environment that is positive and conducive to learning.

Services include counseling, health services, new student orientation, student programs, events and activities, development programs, governance, clubs and organizations, recreational programs, residence hall programs, special events, and career development and placement.

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

The Office of the Director for Student Affairs is the central office of the Student Affairs Division. At each campus and academic center, student affairs personnel are responsible for administering all policies and programs pertaining to student life. All major policies pertaining to student life are reviewed by the Council on Student Affairs.

## Council on Student Affairs/Student Guidebook

Composed of faculty, students and staff the Council on Student Affairs determines policy related to undergraduate and graduate student life. The Council is responsible for the policies contained within the *Student Guidebook*. Statements on Student Rights and Responsibilities, General Regulations, Academic Honesty, Academic Appeals, and the Student Hearing and Appeals System are included in the *Student Guidebook*. It is assumed that students are familiar with these statements and knowingly agree to cooperate fully in so far as they are personally accountable.

## Career Development

Students and alumni are encouraged to avail themselves of the services of the Center for Career Development. Career planning is offered on both an individual and a group basis. In order to assist students and alumni in planning their careers and in designing strategies to carry out successful job searches, a range of materials and computer resources are used. Workshops, career fairs, and other events are sponsored. Special assistance is also given in the areas of resume writing, interview skills, credential file documentation, and job search strategies. Job opportunities are publicized in a weekly job listing bulletin.

Students and alumni are encouraged to seek the assistance of the Center for Career Development early in order to focus on their personal career planning. On-campus recruiting, internship, and mentoring programs provide students and alumni with contact with prospective employers. The Center maintains data on the employment market as well as information regarding placement of recent graduates of all programs. Web Based services are also provided.

## Counseling/Problem Management

Short-term counseling and problem management for educational, personal, and vocational concerns is available. Through workshops, personal consultations, and support groups, each designed to enhance personal development, skill, awareness and perspective, counselors are available to assist students in resolving any difficulties or roadblocks which hinder student progress toward academic success and satisfaction. Students are encouraged to confer with a Student Affairs professional at any time about any matter.

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

## University Health and Wellness Services

- On-site at Evanston and Chicago Campuses
- Outpatient, confidential, ambulatory, basic medical health care
- Nurse assessment, consultation and nursing treatment with referral to physician, if appropriate
- Wellness Education
- Limited physical assessment of condition; treatment; follow-up; nurse assistance
- Diagnostic Procedures  
Complete blood count and differential, urinalysis, throat culture, mononucleosis testing, tuberculosis testing
- Immunizations  
Diphtheria/Tetanus; Measles/Mumps/Rubella;  
Influenza; Hepatitis B; tuberculosis testing

## Health Insurance

A student health insurance plan is available for all students. Brochures describing the plan are available from University Health Services and the Student Affairs Office. All International Students and Residence Hall Students must show proof of insurance prior to registering.

## Immunization (State of Illinois)

The Illinois Department of Public Health has finalized the immunization requirements for all students entering all postsecondary educational institutions. Students born before January 1, 1957, will be required to submit a medical history and information form (provided by University Health Services), or to provide University Health Services with proof of birth (i.e., birth certificate, driver's license, or personal identification card issued by the Secretary of State) for exemption.

Students born on or after January 1, 1957, will be required to submit to University Health Services proof of immunization to measles, mumps, rubella, tetanus, and diphtheria. For more information, please contact University Health Services.

## Physical Examinations (Residence Hall Students)

Incoming freshman and transfer students must submit a self-reported Medical Information and History on the form provided by the University. This questionnaire should be completed and mailed to University Health Services. All information provided is kept confidential.

Information on history is not used to exclude applicants from the University, but to alert the University Health Services Office about students who need special care. Students who have complex medical conditions should request their family physician to send a summary of their cases to the University Health Service Office. All incoming students must have a tuberculin skin test or chest x-ray within six months of entry to National-Louis University. Results of the test should be mailed directly to Health Service Office, National-Louis University, 2840 Sheridan Road, Evanston, Illinois 60201.

*It is the student's responsibility to see that necessary reports are received by the University.*

## Residence Life Programs

Residence life is a valuable experience for students who live in university housing at National-Louis University. The residence hall program strives to provide a satisfactory physical environment, adequate care and maintenance of facilities, guidelines that provide structure for compatible and cooperative living, and an environment that reflects responsible citizenship and concern for others. It is designed to be conducive to study and to offer opportunities for individual growth, leadership development, and expression of abilities.

Located at the Evanston Campus, Baker Residence Hall named in honor of the University's second president, Edna Dean Baker, provides accommodations for 176 men and women. Suites or rooms are clustered around lounge areas. Private study areas, large T.V. lounges and laundry facilities are a few of the amenities Baker Hall has to offer.

The system of rules and regulations in the residence hall program is based on a charter granted by the trustees and faculty of the University and on a set of rules and regulations formulated by the students themselves. Rules are enforced by the residence hall staff and regulated by the Baker Hall Council (the Council is an elected group of students), but personal responsibility is shared by all members of the residence hall community.

## 64 **Student Programs, Events, and Activities**

Co-curricular activities are an integral part of the National-Louis University experience.

Student activities may be educational, social, recreational, or cultural. They may focus on a topic of particular interest to students at that location. Students who would like to participate in any facet of student activities are encouraged to contact Student Affairs.

### **Student Clubs and Organizations**

Student clubs and organizations offer many opportunities to National-Louis University students. To form a new club or organization, or to renew an old charter, the group must register with Student Affairs.

### **Honorary Societies**

#### **Kappa Delta Pi**

This international coeducational honorary society, which recognizes outstanding contribution to education, has a chapter at National-Louis University. Junior, senior, and graduate students are elected to Theta Eta chapter on the basis of scholarship, professional attitudes, and demonstrated leadership abilities.

#### **Eagles Eye**

The office of Student Affairs publishes a monthly newsletter of student news, comments and opinions in coordination with the National-Louis University Community Newsletter. Students are encouraged to submit articles through the Office of Student Affairs.







*We believe in a student-centered approach to learning.*



*Master's in Education in Technology in Education*



*Master of Science in Human Services/Counseling*



*Master of Arts in Teaching/Elementary Education*



*M.S. in Written Communication*



*Master of Business Administration—MBA (also available online)*

# Academic Programs

National-Louis University's three colleges – National College of Education, College of Arts and Sciences and College of Management and Business – together offer over 60 academic programs, extending to the doctoral level.

*Our  
instructors' primary  
focus is  
teaching,  
not  
research.*



*Master of Science in Management*



*Master's in Education in Early Childhood Administration  
(also available online)*



*Master of Science in Human Resource  
Management and Development*

*Master of Arts  
in Teaching/  
Secondary  
Education*



68 **Academic Programs Overview****College of Arts and Sciences**

Programs	Degrees					Professional Certificates
	M.A.	M.S.	M.Ed.	M.H.A.	Ed.D.	
Adult and Continuing Education					<input type="checkbox"/>	
Adult, Continuing, and Literacy Education			<input type="checkbox"/>			
Adult Education Administration						<input type="checkbox"/>
Adult Education Facilitating Adult Learning						<input type="checkbox"/>
Adult Literacy						<input type="checkbox"/>
English						
Written Communication		<input type="checkbox"/>				
Certificate in Corporate Written Communication						<input type="checkbox"/>
Health Studies						
Health Services Administration†††				<input type="checkbox"/>		
Human Services						
Administration		<input type="checkbox"/>				<input type="checkbox"/>
Counseling		<input type="checkbox"/>				<input type="checkbox"/>
Gerontology Counseling		<input type="checkbox"/>				<input type="checkbox"/>
Gerontology Administration						<input type="checkbox"/>
Gerontology Generalist Studies						<input type="checkbox"/>
Long Term Care Administration						<input type="checkbox"/>
Psychology	<input type="checkbox"/>					
General						<input type="checkbox"/>
Health						<input type="checkbox"/>
Human Development††						<input type="checkbox"/>
Organizational						<input type="checkbox"/>
Psychological Assessment						<input type="checkbox"/>
School Counseling**						<input type="checkbox"/>
Online						
Adult, Continuing, and Literacy Education			<input type="checkbox"/>			
Literacy						<input type="checkbox"/>
Administration						<input type="checkbox"/>
Facilitating Adult Learning						<input type="checkbox"/>

**College of Management and Business**

Programs	Degrees			Graduate Certificates
	M.S.	M.B.A.	M.H.A.	
Human Resource Management and Development*	<input type="checkbox"/>			
Management*	<input type="checkbox"/>			<input type="checkbox"/>
Business Administration*		<input type="checkbox"/>		
Health Services Administration†††			<input type="checkbox"/>	
Online				
Business Administration				

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

\*\* Offered jointly with National College of Education

†† Offered in Chicago metropolitan area and Florida

††† Jointly sponsored by College of Management and Business and College of Arts and Sciences (M.H.A.)

**National College of Education**

**Degrees**

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

\* Offered in field-based model in the Chicago metropolitan area

\*\* Offered in field-based model at the following locations: Chicago metropolitan area; Milwaukee/Beloit, Wisconsin; Florida Regional Campus; and Washington, DC and Northern Virginia

\*\*\* Offered in field-based model at the following locations: Chicago metropolitan area; Milwaukee/Beloit, Wisconsin; and Florida Regional Campus

\*\*\*\* Offered in the Chicago metropolitan area and in cluster groups at Milwaukee/Beloit, Wisconsin

† Supervisory Endorsement Available

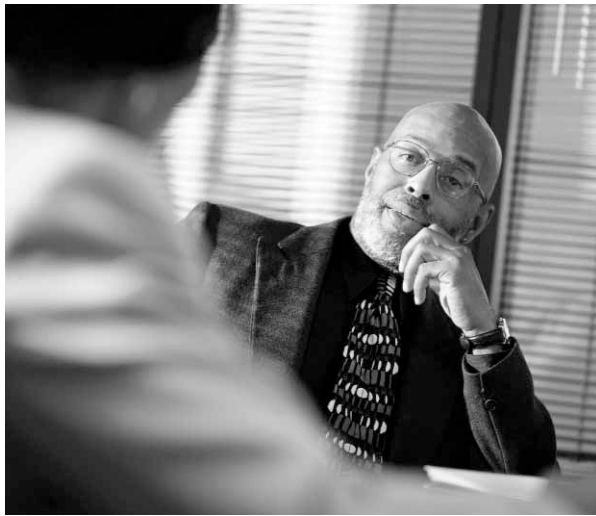
†† Offered in Florida as Administration and Supervision/Educational Leadership

††† Offered as a B.A. – M.A.T. Secondary Education Dual Degree Program

+ Offered in the Chicago metropolitan area; Milwaukee/Beloit, Wisconsin; Washington, DC and Northern Virginia; and Florida Regional Campus

++ Offered in the Chicago metropolitan area and Milwaukee/Beloit, Wisconsin

+++ Offered jointly with College of Arts and Sciences



*Master of Arts in Psychology*



*Master of Education in Adult, Continuing, and Literacy Education: Adult Education Leadership concentration*

*Master of Education in Adult, Continuing, and Literacy Education: Adult Literacy concentration*



*Master of Science in Written Communication*



*traditional and online library resources*



# College of Arts & Sciences

The College of Arts and Sciences offers graduate programs in the fields of adult education, human services, psychology and written communication.



*Doctoral Program in Adult Education*



*Master of Health Services Administration*



*Master of Science in Human Services/Administration*



*Master of Science in Human Services/ School Counseling*



## College of Arts and Sciences Conceptual Framework

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

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

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

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

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

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

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

## Mission Statement

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

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



**Core Values**

- **The purposeful construction of a relevant learning environment.**  
An underlying assumption of the college is that theory and practice are intertwined. The curriculum is designed to ensure that students realize the connectedness of course content to their personal and professional experiences and also that their experiences inform their understanding of course content.
- **A foundation in the liberal arts**  
All undergraduate students need to have the opportunity to develop solid levels of competency across the three fields of knowledge that form the general education core at NLU: communications/humanities/fine arts, quantitative reasoning/physical and life sciences, and social/behavioral sciences.
- **The synergy of academic and professional programs.**  
We believe that professional education is built upon a strong foundation in the liberal arts and that professional and academic disciplines inform and enrich each other.
- **The provision of a comprehensive support system for all students.**  
Students are the heart of our college. They deserve a fully engaged and accessible support system that allows them to reach their full potential both academically and professionally.
- **A meaningful process for shared decision-making**  
All stakeholders in the college (students, staff, faculty and administrators) collaborate to ensure that a true learning organization exists. These parts must fit together to create a system that is based on mutual support and respect.
- **A deep respect for human diversity**  
We actively seek and nurture a diverse community of learners that includes students, staff, faculty and administrators. By creating such an environment, we believe that we optimize creative thinking and constructive problem solving.

## Admission Policies

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

1. A completed application form (available online: [www.nl.edu](http://www.nl.edu))
2. A nonrefundable application fee (see fee schedule).
3. Official transcripts from all institutions attended or a transcript showing completion of a master's degree. Completion of a bachelor's degree must be verified.
4. A list of three references to include supervisors, employers, professors, or others who have known the applicant in a professional or academic capacity, or are in the position to judge the applicant's ability for graduate study. Some programs may require written recommendations. Please refer to specific program requirements.
5. A written statement of academic and professional goals. Applicants to Human Services programs must also submit a Human Services essay. Applicants to Adult Education programs also must complete an Adult Education essay.
6. An official transcript of scores from the Watson-Glaser Critical Thinking Appraisal, Graduate Record Examination, Miller Analogies Test or another appropriate standardized test taken within the prior five years. This requirement is waived for an applicant who has earned a graduate degree from an accredited institution and for applicants to Adult Education programs.
7. Admission interview with a faculty adviser for the selected academic program.

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

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

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

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

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

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

### Admission to Jointly Sponsored Programs

The Master of Health Services Administration (M.H.A.) Program is jointly sponsored by the College of Arts & Sciences and the College of Management & Business. Applicants for this program must meet program specific admission requirements that reflect a blending of the sponsoring colleges' requirements. Applicants for the Master of Health Services Administration must meet the following admission criteria:

1. Baccalaureate Degree from an accredited institution with a 3.0 or better grade point average (based on a 4.0 scale).
2. A score of 3.5 or greater on the writing portion of the Criterion Writing Assessment.
3. At least three years of full-time employment in a health care organization as a certified, registered or licensed health professional, supervisor or manager/administrator. (Employment history should be documented in a complete professional resume.)
4. Current employment in a health care organization or presentation of a written agreement with a health care organization to provide opportunities for completion of observation and project assignment.
5. A list of three references to include supervisors, employers, professors, or others who have known the applicant in a professional or academic capacity, or are in the position to judge the applicant's ability for graduate study.
6. Completed NLU application form including written responses to questions about education, experience, professional goals and preferred learning styles that suggest a high probability of effective participation in the program.

If all of these criteria are not met, Provisional Admission will be considered if the admissions committee has sufficient evidence to support a reasoned judgement that the candidate will (1) successfully complete the program, and (2) make a significant positive contribution to the success of the learning cohort.

## 76 International Students

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

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

### Status of Admitted Students

#### Full Standing

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

#### Provisional Status

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

## Academic Policies

### Transfer Between Graduate Programs

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

### Limitation on Credits Earned Before Admission

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

### Transfer of Credit

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

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

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

### Study Plan

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

## Required Course Waiver

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

## Adult, Continuing, and Literacy Education

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

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## Adult and Continuing Education

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

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

The Program is three years in length including an integrated dissertation process. Coursework is offered over the initial two years and six months of the Program. Student participation in course work requires attendance at three residential summer programs (two weeks each summer) and one weekend for each of eight months (Friday night, Saturday,

Sunday morning). Guided study over the internet is prominent in the Program and occurs during and between participation in weekend and summer sessions. After completion of course work, monthly dissertation clinics are required to facilitate the completion of both the course work and dissertation within three years.

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

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

### Admission Process

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

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

The application for admission includes the following:

- Completed application and non-refundable application fee.
- Official transcripts from each institution attended.
- Three letters of reference.
- Professional resume.
- Personal statement describing the applicant's expectations of the program and core beliefs underlying the practice of adult education.
- A writing assignment involving a critical commentary on texts in adult education.

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

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

### Course Requirements:

**66 SH**

#### Summer/Year 1

ACE600	Introduction to the Adult Education Doctoral Program	3
ACE601	Advanced Seminar: Critical Reflection and Critical Thinking	3
ACE602	Life History and Adult Education	3

78	<b>Fall/Year 1</b>		
	ACE603	Advanced Adult Development and Learning	3
	ACE604	Adult Education: Core Concepts and Processes	3
	ACE605A	Reflective Practice Seminar I	3
	<b>Spring/Year 1</b>		
	ACE610	Research Methods in Adult Education	3
	ACE620	Understanding Adult Education Practice	3
	ACE605B	Reflective Practice Seminar II	3
	<b>Summer/Year 2</b>		
	ACE640	Research: Critical Engagement Project Proposal Seminar	6
	<b>Fall/Year 2</b>		
	ACE650	Research: Literature Review Seminar	3
	ACE655	Philosophy of Adult Education	3
	ACE605C	Reflective Practice Seminar III	3
	<b>Spring/Year 2</b>		
	ACE660	Research: Critical Engagement Project Methodology	3
	ACE661	Educating in a Social and Political Context	3
	ACE605D	Reflective Practice Seminar IV	3
	<b>Summer/Year 3</b>		
	ACE670	Research: Advanced Data Collection and Analysis	3
	ACE605E	Reflective Practice Seminar V	3
	<b>Fall/Year 3</b>		
	ACE699A	Dissertation: Critical Engagement Project I	6
	<b>Spring/Year 3</b>		
	ACE699B	Dissertation: Critical Engagement Project II	

## Master of Education Program in ACLE (M.Ed.)

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

### Admission Process

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

The application for admission includes the following:

- Completed application and non-refundable application fee;
- Official transcripts from each institution attended;

- Three letters of reference;
- Personal statement describing the applicant's expectations in the program;
- A critical, written response to a provided text in adult, continuing, and literacy education;
- Standard graduate admission requirements; and
- After receipt and review of all documents by the Graduate School, an interview will be conducted by a faculty member to determine recommendation to the program.

## Master of Education Program in ACLE: Adult Education Leadership Concentration\*

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

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

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

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

### Course Requirements

37 SH

#### Term I

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

#### Term II

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

#### Term III

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

<b>Term IV</b>		
ACL546	Research Methodologies in Adult & Literacy Ed.	3
ACL530	Contemporary Issues in Adult & Continuing Ed.	3
<b>Term V</b>		
ACL516	Program Planning and Administration	3
ACL599	Inquiry in Adult & Continuing Ed.	3
<b>Term VI</b>		
ACL593	Integrative Seminar in Adult & Continuing Ed.	3
ACL590	Internship in Adult & Continuing Education	3

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

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### Master of Education Program in ACLE: Adult Literacy Concentration \*

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

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

#### Course Requirements 37SH

<b>Term I</b>		
ACL540	Introduction to Adult and Literacy Education	1
ACL501	History and Philosophy of Adult & Literacy Education	3
ACL503	Adult Development and Learning	3
<b>Term II</b>		
ACL561RW	Making the Reading/Writing Connection	3
ACL533	Technology for Adult & Literacy Ed.	3

<b>Term III</b>		
ACL560RW	Theoretical Found. of Reading/Writing at the Post. Level	3
ACL522	Social, Cultural & Political Context in Adult & Literacy Ed.	3

<b>Term IV</b>		
ACL546	Research Methodologies in Adult & Literacy Ed.	3
ACL562RW	Strategies for Teaching Reading & Writing at the Post. Level	3

<b>Term V</b>		
ACL516	Program Planning and Administration	3
ACL563RW	Analysis & Assess of Read/Write at the Postsecondary Level	3

<b>Term VI</b>		
ACL525	Instructional Strategies for Second Language Learners	3
ACL590RW	Internship for Teaching Reading & Writing at the Post. Level	3

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

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### Master of Education Program in ACLE: Online

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

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

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

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

## Adult, Continuing, and Literacy Education Certificate Programs

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

The course sequences are as follows:

### Course Requirements – Adult Education Administration 13 SH

ACL540	Introduction to Adult and Literacy Education	1
ACL501	History and Philosophy of Adult & Literacy Education	3
ACL503	Adult Development and Learning	3
ACL516	Program Planning and Administration	3
ACL516	Program Planning and Administration Electives	3

### Course Requirements – Adult Education Facilitating Adult Learning 13 SH

ACL540	Introduction to Adult and Literacy Education	1
ACL501	History and Philosophy of Adult & Literacy Education	3
ACL503	Adult Development and Learning	3
ACL510	Instructional Communications Electives	3

### Course Requirements – Adult Literacy 19 SH

ACL540	Introduction to Adult and Literacy Education	1
ACL561RW	Making the Reading/Writing Connection	3
ACL560RW	Theoretical Found. of Reading/Writing at the Postsecondary Level	3
ACL562RW	Strategies for Teaching Reading & Writing at the Postsecondary Level	3
ACL563RW	Analysis & Assess of Read/Write at the Postsecondary Level	3

## Internships

ACL591RW	Internship in Reading and Writing at the Postsecondary Level I	2
ACL592RW	Internship in Reading and Writing at the Postsecondary Level II	2
ACL593RW	Internship in Reading and Writing at the Postsecondary Level III	2

## Applied Language/Language Institute

The Department of Applied Language/Language Institute offers English for Speakers of Other Languages (ESOL), foreign language, and other coursework designed to enhance global awareness and knowledge of the universals and diversity of linguistic and cultural expression. It also assesses the oral and written English language proficiency of postsecondary and adult students whose native languages are other than English, places them in appropriate courses, and advises them while they are studying ESOL.

The mission of this unit is a natural outgrowth and continuation of National-Louis University's history of service to urban, immigrant and minority populations - a commitment which began at the end of the nineteenth century with the work of founder Elizabeth Harrison.

The courses offered by the Department of Applied Language provide the means by which a diverse community of individuals can achieve personal, professional, and academic goals. The focus of these courses is the learner as an individual whose potential is progressively realized through innovative and responsive implementation in the classroom and in a variety of settings.

### ESOL Courses

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

### ESOL SH

ESL500	Reading and Writing for Graduate Students	3
APL490	Independent Study in ESL	1-3
APL495	Special Topic in ESL	1-3

### ESL Workshops

This series of four workshops is designed for individuals who work or plan to work with students whose native language is not English. These courses are acceptable for elective credit towards the M.Ed. degree in the department of Adult, Continuing and Literacy Education.

<b>Workshop Courses</b>		<b>SH</b>
APL486X	Overview of Language	1
APL486X	Second Language Acquisition	1
APL486X	ESL Teaching Methodologies	1
APL486X	ESL Assessment	1

**Foreign Language Courses**

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

<b>Foreign Language</b>		<b>SH</b>
APL490	Independent Study in Foreign Language	1-3
APL495	Special Topic in Foreign Language	1-3

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**English**

**Written Communications**

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

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

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

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

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

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

- courses in literature
- courses in adult or continuing education(writing focused)
- courses in the field of human services
- courses in business and management

- courses in science or medical technology
- courses in psychology
- courses in theatre
- writing-intensive courses such as INT512: Fundraising and Grantsmanship

Other suggestions are listed in the program brochures.

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

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

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

**Course Requirements**

LAE500	Advanced Expository Writing	3
LAE510	Rhetorical Theory: History and Practice	3
LAE599	Thesis Project	3-6
<b>Total</b>		<b>9-12</b>

**English Elective Courses**

LAE450	Fundamentals of Journalism	3
LAE460	Editing and Publishing the Small Journal	3
LAE461	Writing Promotional and Advertising Copy	3
LAE465	Creative Writing: Humor	3
LAE492A,B,C	Methods of Research for Writers I, II, III	1-3
LAE501	Writing from Reading: Research, Reports and Summaries	3
LAE502	Creative Writing: Fiction	3
LAE503	Creative Writing: Poetry	3
LAE504	Creative Writing: Children's Books	3
LAE512A,B,C	The Professional Writer: Markets, Methods, Materials (I, II, III)	1-3
LAE515	Feature Writing	3
LAE516	Screenwriting	3
LAE517	Technical Writing	3
LAE518	Narrative Forms	3
LAE594	Independent Study (more than one is possible)	1-3
LAE595	Special Topic (more than one is possible)	1-3
<b>Total</b>		<b>12-24</b>

\* Students are strongly urged to take either LAE492 or LAE501



82	Elective courses transferred from other programs <b>OR</b> departments at NLU	0-6
	Elective courses transferred from other institutions	0-6
	Credit by Proficiency	0-6
	Maximum total Proficiency and/or transfer hours	12
	<b>Total Hours for Degree</b>	<b>33</b>

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## Health Studies

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

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

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

#### Course Requirements 37SH

##### Term I

MHA500	Introduction to Health Services Administration	1
MHA510	Origins of Health Care Delivery Systems	3
MHA511	Health Care Policies and Trends	3
MHA512	Health Care Management	3

##### Term II

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

##### Term III

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

##### Term IV

MHA540	Marketing Health Care	3
MHA541	Strategic Management in Health Care	3
MHA550	Colloquium in Health Services Administration	3

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## Human Services Programs

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

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

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

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

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

## Program Concentrations

### Administration

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

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

### Community Counseling

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

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

### Gerontology

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

### School Counseling

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

Based on the new rules published in 2004, each applicant shall either:

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

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

### **Admission Requirements for the School Counseling Program**

In addition to the requirements for admission to the Human Services Counseling program, the applicant must present evidence of the having passed the Illinois State Basic Skills Test administered by the Illinois State Board of Education. By 2005, applicants must have passed the content-area test, the Type 73 examination for School Counselors, prior to placement in practicum or internship.

### **Counseling Certificate for Psychology Students**

The Human Service Department offers a graduate certificate in counseling in support of Master of Arts in Psychology at National-Louis University. The purpose of this certificate is to provide the additional courses necessary to satisfy the educational requirements for the Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC) credentials offered by the Illinois Department of Professional Regulation. It should be noted that this course selection may or may not satisfy the requirements of other state licenses or certificates.

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

As there are two licenses, this certificate can be taken for either 15 or 22 semester hours. The fifteen-semester hour certificate will only allow the student to sit for the LPC exam. Students must take all 22 semester hours to sit for the LCPC exam.

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

### **Center for Positive Aging**

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

### **Department Requirements**

#### **Admission**

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

#### **Adviser Approval**

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

#### **Professional Responsibility in Human Service Work**

In addition to the usual academic expectations, the faculty of the Department of Human Services emphasizes that student success also means demonstrating responsible and ethical behavior towards self and others. Each student pursuing human service study is expected to subscribe to the Human Services Code of Ethics and to abide by the department's **Human Services Student Minimum Performance Criteria** as published in the Human Services Student Handbook. Appendix. In addition students are expected to adhere to the codes of ethics of the American Counseling Association and the National Board of Certified Counselors.

## Human Services Student Minimum Performance Criteria

It is the responsibility of the Human Services faculty to assess students regularly in relation to their academic progress and professional development. Students are expected to fulfill the minimum criteria defined for Human Services students at all times. The Human Services faculty reserves the right to retain only those students who meet the defined minimum criteria. The faculty will provide feedback to students relating to any areas of concern and discuss methods of improvement. In addition to specific course criteria, each human service student is expected to:

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

## Transfer Credit

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

## Student Rights and Appeals Processes

It is the student's obligation to read and become familiar with their rights and obligations as are further explained in the General Information section of this catalog as well as policies contained within the Student Guidebook of the Office of Student Affairs. Students are also responsible for reading & becoming familiar with the materials in the Human Services Graduate Student Handbook.

## Internship Program

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

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

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

During their internships, students are covered by malpractice insurance.

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

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

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## Human Services Administration (M.S.)

### Course Requirements 36 SH

HSA510	Administration of Human Service Organizations	3
HSA512	Program Development and Evaluation in Human Services	3
HSM508	Research and Evaluation Methodology	3
HSA430	Computers in Human Services	3
HSM406	Human Services and the Law	3
HSA504	Human Service Accounting and Finance	3
HSA521	Interviewing for Administrators	3
HSA502	Management Information Systems for Human Services	3
HSA507	Human Resource Management	3
HSA514	Human Service Fundraising and Grantsmanship	3
HSA522	Organization and Community Behavior	3
HSG542	Programs and Public Policies for Older Adults*	3

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

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

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

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## Human Services/Counseling (M.S.)

### Course Requirements 48 SH

HSC501	Fundamentals of Counseling in Human Services	3
HSC510	Theories of Counseling	3
HSC511	Professional Practice and Ethics in Human Services	3
HSC512	Theory and Techniques of Group Counseling	3
LAP506	Advanced Human Development	3
HSC505	Clinical Assessment and Diagnosis	3
HSC506	Introduction to Theory and Practice of Family Therapy	3
HSC503	Counseling and Human Development in a Multicultural Society	3
LAP501	Psychological Assessment I	3

HSC504	Clinical Techniques of Counseling	3
HSC514	Counseling for Career Development	3
HSM508	Research and Evaluation Methodology	3
HSS 534	Perspectives on Substance Abuse Counseling	3
HSM581	Human Services Internship I	1
HSM582	Human Services Internship II	1
HSM583	Human Services Internship III	1
HSM585	Internship Supervision (1sh each term)	3

Electives Under Advisement 3

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## School Counseling Certificate

The following courses are required based on ISBE standards. For teachers, the program will follow the regular counseling program with two exceptions, HSC534 and HSC533. For non-teachers, the two courses are required, and the applicant must demonstrate coursework in the areas noted above in requirement 2 or the take the following the courses at National-Louis University.

### For Teachers

HSC534	School Counseling: Theory, Issues, and Practice
HSC533	Counseling Practicum

### For Non-Teachers

HSC534	School Counseling: Theory, Issues, and Practice
HSC533	Counseling Practicum
EPS 539	Cognitive-Behavioral Intervention in School
SPE500	Introduction to Exceptional Children and Adolescents/Special Education
EDL510	Leadership and Organizational Development of Schools

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## Human Services/Gerontology Counseling (M.S.)

### Course Requirements 36 SH

HSC501	Fundamentals of Counseling	3
HSC510	Theories of Counseling	3
HSC512	Theory & Perspectives of Group Counseling	3
HSC506	Introduction to Theory and Practice of Family Therapy	3
HSM508	Research and Evaluation Method	3
LAP501	Introduction to Psychological Assessment	3
HSC514	Career Counseling	3
HSC503	Counseling & Human Development in Multicultural Society	3
HSS534	Perspectives on Substance Abuse Counseling	3
HSM581	Human Service Internship I	1
HSM582	Human Service Internship II	1
HSM583	Human Service Internship III	1
HSM585	Internship Supervision	3
HSC511	Professional Practice and Ethics in H.S.	3

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**Professional Graduate Certificate in Gerontology**

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

		<b>15 SH</b>
HSG441	Health Care for Older Adults	3
HSG542	Programs and Policies for Older Adult	3
HSG545	Intro to Aging in America	3
HSG548	Counseling Elders and Families	3
LAP540	Abnormal Psychology of Aging	3

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**Human Services  
Professional Graduate Certificate Programs**

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

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

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**Human Services**

**Professional Graduate Certificate Prerequisites 6SH**

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

HSC501	Fundamentals of Counseling in Human Services	3
LAP506	Advanced Human Development	3

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**Administration 18 SH**

**Course Requirements**

HSA510	Administration of Human Service Organizations	3
HSA512	Program Development & Evaluation in Human Services	3
HSA430	Computers in Human services	3
HSA504	Human Services Accounting and Finance	3
HSA522	Organizational and Community Behavior Electives	3

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**Gerontology Counseling Studies 18-24 SH**

**Course Requirements**

HSC501*	Fundamentals of Counseling in Human Services	3
HSC512	Theory and Techniques of Group Counseling	3
HSC441	Health Care for Older Adults	3
HSC542	Programs and Policies for Older Adults	3
HSC545	Introduction to Aging in America	3
HSC548	Counseling Elders and Their Families	3
LAP540	Abnormal Psychology of Aging	3

\* Course may be waived if equivalent can be documented

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**Gerontology Administration 18 SH**

**Course Requirements**

HSA523	Administration of Volunteer Programs	3
HSC441	Health Care for Older Adults	3
HSC543	Administration of Community Programs for the Elderly	3
HSC544	Long-Term Care for Older Adults	3
HSC545	Introduction to Aging in America	3
HSC548	Counseling Elders and Their Families	3

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**Gerontology Generalist Studies 18 SH**

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

**Course Requirements**

HSC441	Health Care for Older Adults	3
HSC542	Programs and Policies for Older Adults	3
HSM422	Death and other Losses	3
HSC545	Introduction to Aging in America	3
HSC548	Counseling Elders and Their Families	3
LAP540	Abnormal Psychology of Aging	3

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**Long-Term Care Administration 18 SH**

**Course Requirements**

HSC441	Health Care for Older Adults	3
HSC542	Programs and Policies for Older Adults	3
HSC544	Long-Term Care for Older Adults	3
HSC545	Introduction to Aging in America	3
HSC548	Counseling Elders and Their Families	3
HSC549	Long-Term Care Regulations	3

## Counseling Studies for Psychology Students

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

### 15 SH Certificate

HSC501	Fundamentals of Counseling	3
HSC510	Theories of Counseling	3
HSC512	Theories & Techniques in Group Counseling	3
HSC506	Introduction to Theory & Practice of Family Therapy	3
HSC514	Counseling for Career Development	3

### 24 SH Certificate

The above listed courses plus the following:

HSC504	Clinical Techniques of Counseling	3
HSM581	Human Services Internship I	1
HSM582	Human Services Internship II	1
HSM583	Human Services Internship III	1
HSM584	Internship Supervision (1 SH each term)	3

## Psychology

### Master of Arts in Psychology (M.A.)

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

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

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

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

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

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

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

### Program Requirements

**36 SH**

#### Required Core Courses

**15 semester hours**

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

LAP501	Introduction to Psychological Assessment	3
LAP505	Advanced Abnormal Psychology	3
LAP506	Advanced Human Development	3
LAP509	Advanced Social Psychology <sup>1</sup> <b>OR</b>	3
LAP507	Theories of Cognitive Psychology	3
LAP510	Advanced Theories of Personality	3

#### Required Research Components

**6**

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

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

<sup>1</sup>Students who are interested in organizational psychology should take LAP509, Advanced Social Psychology.

**Interest Areas - Electives**

**Human Development 15 SH**

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

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

Total minimum hours 36

**Cultural Psychology 15 SH**

15 SH may be selected from the following list. Additional courses may be substituted with permission from the adviser.

LAP450	Human Sexuality	3
LAP515	Advanced Culture and Self	3
LAP512	Cross Cultural Perspectives in Mental Health	3
LAP443	Managing Interpersonal Communication	3
LAP504	Psychological Foundations and Systems	3
HSC503	Counseling and Human Development in a Multicultural Society	3
LAS441	Urban Anthropology	3
LAP525	Psychology of Artistic Expression	3
LAP547	Substance Abuse	2
LAP548	Ethics and Legal Issues in Psychology	2
LAP590A	Internship	1
LAP591	Internship Supervision	1

Total minimum hours 36

**Organizational Psychology 15 SH**

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

LAP550	Advanced Industrial Psychology	3	89
LAP543	Advanced Interpersonal Relations	3	
LAP507	Theories of Cognitive Psychology	3	
INT519	Principles and Methods of Group Communications	3	
MGT500	Contemporary Marketing Issues	3	
MGT542	Leadership Theory and Practice	3	
LAP502	Psychological Assessment II – Intelligence	3	
LAP503	Psychological Assessment III – Personality	3	
LAP546	Assessment for Organizations	3	
LAP547	Substance Abuse	2	
LAP548	Ethics and Legal Issues in Psychology	2	
LAP590A	Internship	1	
LAP591	Internship Supervision	1	

Total minimum hours 36

**Health Psychology 15 SH**

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

LAP520	Biological Bases of Behavior	3
LAP530	Health Psychology	3
LAP545	Pain Management	3
LAP535	Psychopharmacology	3
LAP547	Substance Abuse	2
LAP548	Ethics and Legal Issues in Psychology	2
LAP502	Psychological Assessment II	3
LAP503	Psychological Assessment III	3
LAP590A	Internship I	1
LAP590B	Internship II	1
LAP591	Internship Supervision	1

Total minimum hours 36

**Graduate Certificates in Psychology**

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



**Psychology: General 18 SH**

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

**Course Requirements**

LAP501	Introduction to Psychological Assessment	3
LAP505	Advanced Abnormal Psychology	3
LAP506	Advanced Human Development	3
LAP510	Advanced Personality Theory	3
LAP509	Advanced Social Psychology <sup>1</sup> <b>OR</b>	3
LAP507	Theories of Cognitive Psychology	3

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

**Psychology: Health 12SH****Course Requirements**

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

**Psychology: Human Development 12SH****Course Requirements**

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

**Psychology: Organizational 12SH****Course Requirements**

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

**Psychological Assessment 12SH****Course Requirements**

LAP501	Introduction to Psychological Assessment	3
LAP502	Psychological Assessment II – Intelligence	3
LAP503	Psychological Assessment III – Personality	3
LAP546	Assessment for Organizations	3

**Master of Arts in Psychology – Cohort Model 36SH**

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

**Core Course Requirements 21SH**

LAP501	Introduction to Psychological Assessment	3
LAP505	Advanced Abnormal Psychology	3
LAP506	Advanced Human Development	3
LAP510	Advanced Theories of Personality	3
LAP509	Advanced Social Psychology	3
LAP547	Substance Abuse	2
LAP548	Ethics and Legal Issues in Psychology	2
LAP517	Psychological Statistics, Design and Analysis	2

**Required Research Components 6SH**

INT512A	Research Design and Methodology	3
LAP599	Thesis	3

**CONCENTRATIONS** (students choose only one for the degree)

Health Psychology	9SH	
LAP520	Biological Bases of Behavior	3
LAP530	Health Psychology	3
LAP535	Psychopharmacology	3

Human Development	9SH	
LAP507	Theories of Cognitive Psychology	3
LAP518	Child and Adolescent Psychology	3
LAP542	Later Adulthood and Aging	3

Organizational Psychology	9SH	
INT519	Principles and Methods of Group Communication	3
LAP550	Advanced Industrial Psychology	3
MGT542	Leadership Theory and Practice	3

**Counseling Studies for Psychology Students**

See Human Services Professional Graduate Certificate Programs

# Course Descriptions

## Course Numbering System:

### College of Arts and Sciences

This section provides descriptions of all graduate courses given by the College of Arts and Sciences. The courses are listed in alphabetical order by College and department. The first three alpha characters indicate department and the three numbers indicate course level.

400-499	Advanced Undergraduate/Master's level
500-599	Master's level
600-699	Doctoral level

#### Department Codes

ACL	Adult, Continuing and Literacy Education
HSA	Human Services – Administration
HSC	Human Services – Core/Counseling
HSD	Human Services – Eating Disorders
HSG	Human Services – Gerontology
HSP	Human Services – Prevention
HSS	Human Services – Substance Abuse
HSM	Human Services – Multiple Program
LAE	Liberal Arts and Sciences – English
LAP	Liberal Arts and Sciences – Psychology
MHA	Masters of Health Services Administration

## Adult, Continuing and Literacy Education

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

### ACE600 Introduction to the Adult Education Doctoral Program

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

### ACE601 Advanced Seminar Critical Reflection and Critical Thinking

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

### ACE602 Life History and Adult Education

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

### ACE603 Advanced Adult Development and Learning

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

### ACE604 Adult Education: Core Concepts and Processes

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

### ACE605A, ACE605B, ACE605C, ACE605D, ACE605E Reflective Practice Seminars I-V

Examines connections between doctoral coursework and students' specific practices and provides opportunities for students to reflect on their development as adult learners and their synthesis and integration of adult educational knowledge. During this seminar students will engage in a continual exploration of the three CEP questions. *3 semester hours each*

### ACE610 Research Methods in Adult Education

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

- 92 **ACE620 Understanding Adult Education Practice**  
Examines dilemmas, tensions and problems of adult educational practice and adult educators' development of theories of practice. Students will explore fields of practice outside their own, addressing the second and third CEP questions (What are my commitments? How will I live out these commitments?), and reflecting on connections and contradictions between ideals of critical practice and democratic action and their own practices. *3 semester hours*
- ACE640 Research: Critical Engagement Project Proposal Seminar**  
An intensive immersion workshop in which students review the research elements of the CEP process and develop an outline for the CEP proposal. Reflecting on their first year of coursework, students will plan their study and research over the next two years, producing an individualized plan which will demonstrate how the three CEP questions will be investigated and how coursework will support the CEP. *6 semester hours*
- ACE650 Research: Literature Review Seminar**  
Introduces elements of critical reviews of literature and develops the CEP literature review. Plans for the specific use of this course will have been made in the CEP Proposal Seminar. *3 semester hours*
- ACE655 Philosophy of Adult Education**  
Reviews the chief philosophical traditions in adult education and analyzes the connections between these and students' development of their own philosophies of adult educational practice. Focusing on the second CEP question (What are my commitments?), each student will reflect on how personal commitments draw on or contradict some of the philosophical orientations in the field. *3 semester hours*
- ACE660 Research: Critical Engagement Project Methodology**  
Reviews all aspects of the CEP with a special emphasis on the presentation of a CEP methodology appropriate to the three questions addressed in the research. Individualized training will be provided in methods each student needs to accomplish their CEP plan. Plans for the specific use of this course will have been made in the CEP Proposal Seminar. *3 semester hours*
- ACE661 Educating in a Social and Political Context**  
Examines social and political context for the development of adult education theory and practice, as well as the roles of the adult educator. Assesses the social and political outcomes of adult education activities. Focusing on the third CEP question (How will I live out these commitments?), students will investigate political and cultural factors which promote or impede the realization of their commitments and pitfalls of committed action and study tactics. Included will be strategies and approaches available in political analyses and case studies of activism. *3 semester hours*
- ACE670 Research: Advanced Data Collection and Analysis**  
Reviews data collected in relation to the CEP in progress and provides a forum for critique of preliminary analysis and further refinement of collection and analysis procedures. Plans for the specific use of this course will have been made in the CEP Proposal Seminar. *3 semester hours*
- ACE699A Dissertation Critical Engagement Project I**  
Reviews and strengthens students' work by assessing work in progress including CEP methodology, literature review, data collection and analysis, and conclusions. Plans for the specific use of this course will have been made in the CEP Proposal Seminar. *6 semester hours*
- ACE699B Dissertation: Critical Engagement Project II**  
Assists students to complete CEP research through intensive collective and individualized study. Plans for the specific use of this course will have been made in the CEP Proposal Seminar. *3 semester hours*
- ACE699C Critical Engagement Project Advisement**  
Assists students to complete Critical Engagement Project through individual study and advisement. *3 semester hours*
- ACL501 History and Philosophy of Adult and Literacy Education**  
An examination of competing histories of adult education activities in the United States, as well as a review of the historical and philosophical forces that have shaped the field of adult literacy. This course facilitates an active, flexible connection between various theoretical perspectives and actual practice and encourages the student to construct a personal philosophy. *3 semester hours*
- ACL503 Adult Development and Learning**  
An introduction to the content and pedagogy of the Masters Program, emphasizing understanding self as learner and leading to a critical examination of adult development as it relates to learning theory, self-directed learning, and learning how to learn. *3 semester hours*
- ACL510 Instructional Communications**  
An introduction to the design and delivery of training and educative interventions in adult education. Scope of course is limited to those elements of educational practice which focus on instrumental learning. *3 semester hours*
- ACL512 Leadership in Adult Education: Planning**  
An examination of program planning and development and the ways in which context, situation, and vision influence these processes. Prerequisite: Simultaneous enrollment in ACL520. *3 semester hours*

**ACL516 Program Planning and Administration**

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

**ACL520 Leadership in Adult Education: Administration**

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

**ACL522 Social, Cultural and Political Context in Adult and Literacy Education**

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

**ACL525 Instructional Strategies for Second Language Learners**

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

**ACL530 Contemporary Issues in Adult and Continuing Education**

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

**ACL533 Technology for Adult and Literacy Education**

Explores the uses of current technologies in education: interactive video, online courseware, multimedia, and computerized instruction, in the context of best practices in adult and literacy education. *3 semester hours*

**ACL535 Training and Adult Education in the Workplace**

This course is a comprehensive overview of workplace education and training from its historical evolution to current methods, trends, and issues. Participants will explore both the theory and practice of designing, implementing, evaluating, and managing effective programs for adult learners in the workforce. *3 semester hours*

**ACL540 Introduction to Adult and Literacy Education**

Introduces students to the field of adult and literacy education through examination of its history, philosophy, traditions, and activities. Discusses various organizations which provide adult and literacy education. *3 semester hours*

**ACL541 Conference and Workshop Management**

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

**ACL542 Budgeting in Adult and Continuing Education**

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

**ACL543 Marketing in Adult and Continuing Education**

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

**ACL544 Policies and Prospects: Adult and Continuing Education**

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

**ACL545 Evaluation of Instructional Programs**

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

94 **ACL546 Research Methodologies for Adult and Literacy Education**

Introduces principles and methods underlying the creation of knowledge. Develops a critical understanding of research and examines knowledge creation as a component of adult and literacy education. *3 semester hours*

**ACL547 Adult Learning in Groups**

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

**ACL552 Spirituality and Culture in Adult Education**

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

**ACL560RW Theoretical Foundations of Reading and Writing at the Postsecondary Level**

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

**ACL561RW Making The Reading and Writing Connection at the Postsecondary Level**

Explores the significance of making the reading and writing connection across the postsecondary curriculum through a metacognitive model where the student learns through personal reading and writing experiences. These experiences become the foundation for an instructional model for adult learners. *3 semester hours*

**ACL562RW Strategies for Teaching Reading and Writing at the Postsecondary Level**

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

**ACL563RW Analysis and Assessment of Reading Comprehension and Writing at the Postsecondary Level**

Compares and contrasts various formal and informal, quantitative and qualitative assessment instruments used throughout the process of reading comprehension instruction. Studies both the formative and summative nature of such instruments ranging from placement tests to pre-assessment

inventories to post-instructional interviews and surveys. Also examines current practices in the evaluation of postsecondary student writing throughout the writing process in terms of assessment, andragogy, and composition theory with an emphasis upon utilization with the nontraditional student population. *3 semester hours*

**ACL586 Workshop/Adult Education**

Workshops offer content in an informal atmosphere utilizing the participation model. An identifying statement indicates the area of study and appears on the transcript. The appropriateness and acceptability of workshop credit must be determined in consultation with the faculty adviser. *1-4 semester hours*

**ACL590 Internships in Adult and Continuing Education**

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

**ACL590RW Internship for Teaching Reading and Writing at the Postsecondary Level**

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

**ACL591 Field Study in Adult and Continuing Education**

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

**ACL591RW Internship in Reading and Writing at the Postsecondary Level I**

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

**ACL592RW Internship in Reading and Writing at the Postsecondary Level II**

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

**ACL593 Integrative Seminar in Adult and Continuing Education**

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

**ACL593A Integrative Seminar: Issues and Reflections I**

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

**ACL593B Integrative Seminar: Issues and Reflections II**

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

**ACL593RW Internship in Reading and Writing at the Postsecondary Level III**

Provides the student with the opportunity to be the primary instructor in a developmental reading/writing experience. Students will be observed and advised regularly. ACL591RW and ACL592RW are prerequisites. *2 semester hours*

**ACL594 Independent Study in Adult and Continuing Education**

Provides an opportunity for students to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical problem in their area of professional interests. Prerequisite: Consent of faculty adviser. *1-3 semester hours*

**ACL595 Special Topics in Adult and Literacy Education**

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

**ACL599 Thesis**

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

**ACL599B Field-Study/Thesis – Project Advisement**

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

**ACL599C Inquiry in Adult and Continuing Education**

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

**Applied Language/Language Institute****Applied Language Courses****APL486X Overview of Language**

In this workshop, the major components of language: morphology, semantics, syntax, and phonetics/phonology will be introduced, and the grammar and sound systems of English will be examined and contrasted with those of other languages. Participants' assumptions about language will be examined and discussed. Prerequisite: None. This course is acceptable for elective credit towards the M.Ed. degree in the Department of Adult, Continuing and Literacy Education. *1 semester hour*

**APL486X Second Language Acquisition**

This workshop will provide participants with a framework for understanding second language acquisition including types of errors that second language learners make. Participants' assumptions about language learning will be explored. In addition, potential problems that ESL learners from different language backgrounds may encounter will be examined and discussed. Prerequisite: None. This course is acceptable for elective credit towards the M.Ed. degree in the Department of Adult, Continuing and Literacy Education. *1 semester hour*

**APL486X ESL Teaching Methodologies**

This workshop is designed to provide a historical overview of ESL teaching methodologies. Emphasis is on participants' analysis of these methodologies and then, application of these in the four skill areas of listening, speaking, reading, and writing. Prerequisite: None. This course is acceptable for elective credit towards the M.Ed. degree in the Department of Adult, Continuing and Literacy Education. *1 semester hour*

**96 APL486X ESL Assessment**

This workshop will introduce recent historical trends and related terminology in ESL assessment and provide a theoretical framework for the selection and preparation of assessment instruments. Issues of validity, reliability, test bias, and practicality will be considered as participants examine, critique, and develop a variety of assessment instruments for various testing purposes. Prerequisite: None. This course is acceptable for elective credit towards the M.Ed. degree in the Department of Adult, Continuing and Literacy Education. *1 semester hour*

**APL490 Independent Study**

Students develop a project related to their language acquisition of either a foreign language or ESL with faculty approval. *1-3 semester hours*

**APL495 Special Topic**

Students select topics of special interest for self-improvement in the areas of target language acquisition and acculturation. More than one registration is permitted since topics vary each term. *1-3 semester hours*

**ESL Courses****ESL403 ESL Reading and Writing for Graduate Students**

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

**Human Services****HSA430 Computers in Human Service**

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

**HSA500 Introduction to Human Service Administration**

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

**HSA502 Management Information Systems for Human Services**

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

**HSA504 Human Service Accounting and Finance**

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

**HSA507 Human Resource Management**

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

**HSA510 Administration of Human Service Organizations**

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

**HSA511 Human Services Management**

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

**HSA512 Program Development and Evaluation in Human Services**

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

**HSA514 Human Service Fundraising and Grantsmanship**

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

**HSA521 Interviewing for Administrators**

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

**HSA522 Organization and Community Behavior**

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

**HSA523 Administration of Volunteer Programs**

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

**HSC451 Fundamentals of Creative Expressive Therapies**

Emphasis is on learning creative therapeutic techniques and how different art modalities can function as therapeutic tools in aiding the human service worker to develop rapport and empathy with individuals and groups using art, movement, and dance. *3 semester hours*

**HSC452 Spiritual and Religious Diversity in Human Service Practice**

The purpose of this course is to prepare human service workers to understand appropriate methods of addressing religious and spiritual issues when encountered while working with clients. This course will define spirituality and religious issues in the context of human diversity. Students will discuss the basic principles of the major religions of the world. This course will concentrate on appropriate counseling practice issues. However, other areas of where the role of religion and spirituality is visible would include: public, and service provision. *3 semester hours*

**HSC501 Fundamentals of Counseling in Human Services**

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

**HSC502 Strategies of Crisis Intervention**

Short-term crisis intervention therapy is one of the principle tools for human service work. Persons reacting to the suicide of a friend or loved one, persons experiencing death, major fires, auto accidents, and other severe, stressful, frequently sudden events. In this class students will learn about the principles of treatment at the various stages of crisis. Prerequisites: HSC500, HSC501. *3 semester hours*

**HSC503 Counseling and Human Development in a Multicultural Society**

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

**HSC504 Clinical Techniques of Counseling**

This course expands interviewing skills and techniques through extended practice sessions with one client, relevant readings, examination of case materials and written exercises. Focus on advanced skills of interviewing, with emphasis on development and integration of individual style and technique. Prerequisites: HSC501, HSC510. *3 semester hours*

**HSC505 Clinical Assessment and Diagnosis**

This course will provide an overview of the DSM IV and how it can be used for purposes of assessment and diagnosis of the individual client. The student will learn the characteristics of various personality disorders and how to assess these disorders within the parameters of the helping interview. Prerequisites: HSC501, HSC510. *3 semester hours*



- 98 **HSC506 Introduction to Theory and Practice of Family Therapy**  
 Exploration of theoretical models and concepts in the field of family therapy: Focus upon systemic change, dysfunction, and stages of family development. Family therapy approaches are presented theoretically and through simulation experiences. Prerequisites: HSC501, HSC400 or instructor permission. *3 semester hours*
- HSC510 Theories of Counseling (formerly HSC400)**  
 A survey of current theories of counseling and psychotherapies. The characteristics of all professional or paraprofessional helping relationships will be explored. Most major theories used in psychotherapy today and specific counseling techniques based on those theories will be studied to familiarize students with the most important methods of individual treatment of psychological problems. *3 semester hours*
- HSC511 Professional Practice and Ethics in Human Services**  
 This course will offer an overview of the historic context of ethics in human services, the philosophical context of the common values, and the ethical applications for professionals in the counseling and other Human Service fields. Beginning with a survey of the history of human services, the context for practice will be surveyed. The philosophical context of the values commonly found in human services will offer the student the foundation for ethical decision making. Finally, case examples of ethical decision making will be addressed, role plays, and personal reflection are emphasized in this course. *3 semester hours*
- HSC512 Theories and Techniques of Group Counseling**  
 An overview of various theories and techniques of group counseling and the practical application of these techniques. The first part of the course emphasizes goals and purposes of group counseling, tasks and skills of the group counselor, and guidelines for group creation. The latter sessions concentrate on the experiential application of these concepts. *3 semester hours*
- HSC513 Advanced Group Counseling**  
 This course will build on the foundation of group dynamics an advanced understanding of the use of Group Counseling. Included in this course will be a survey of techniques from the various paradigms in psychology with particular emphasis on the development of the student's eclectic application of group treatment. This course may be substituted for HSC512 where previous course work in group dynamics can be demonstrated. Prerequisite: HSC512. *3 semester hours*
- HSC514 Counseling for Career Development**  
 This course will present an overview of the concepts, theories, history, practices and techniques of career counseling through the life span. In addition the course will review the use of occupational classification systems, test and computers in career counseling, as well as counseling with special populations. An experiential component will provide practice opportunities. Prerequisite: HSC501. *3 semester hours*
- HSC516 Counseling and Human Sexuality**  
 An overview of the physical, psychological, and sociological aspects of human sexuality. A life span developmental orientation will be the guiding focus. Sexuality as an issue in counseling from various perspectives will be presented. Implications for legal and ethical concerns for clients will be included. Parent and teacher training for sex education. Gender issues; review of common sexual dysfunctions; effects of alcohol and drugs on sexual functioning; and current relevant topics. Prerequisite: HSC501. *3 semester hours*
- HSC517 Understanding and Counseling the Adolescent**  
 An overview of selected basic concepts and issues relevant to the understanding and treatment of adolescents and their parents. Diagnostic and treatment skills will be emphasized, as well as, adolescent development, both normal and pathological. Prerequisites: HSC501. *3 semester hours*
- HSC518 Couples Counseling**  
 An overview of the theories and techniques which apply to couple counseling. Additional topics include: problems most often brought to marriage counselors, the marital life cycle, influence of the families of origin, clinical assessment and intervention and the impact of divorce and remarriage on family relationships. An experiential component provides practice counseling opportunities. A course in family therapy is recommended in addition to the required prerequisites. Prerequisites: HSC501, HSC510. *3 semester hours*
- HSC530 Counseling Individuals: Practice and Theory I**  
 This course is designed to introduce students to basic counseling theory and practice. Student are introduced to specific counseling theories and practice skills and strategies. Self-awareness and its role in counseling practice is also included in the course content. *3 semester hours*
- HSC532 Counseling Individuals: Practice and Theory II**  
 This course is designed to build on students' skills and knowledge of counseling theory and practice as presented in the previous course. Emphasis is placed on the Eclectic counseling model. Prerequisite: HSC530. *3 semester hours*
- HSC533 Counseling Practicum**  
 This course will provide a combination of didactic and experiential approaches to refine counseling skills as students begin to work in practice settings. Emphasis will be on the development of a counseling approach specific to clients' needs and characteristics. Feedback, self-assessment, and group interaction will be elements of the course. This course requires 100 hours of field placement in an approved setting with 40 hours of direct client contact. Prerequisites: Department/Program Approval and HSC501, HSC510, HSC511, HSC505. *3 semester hours*

**HSC534 School Counseling: Theory, Issues, and Practice**

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

**HSD500 Introduction and Overview of Eating Disorders**

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

**HSD508 Treatment Modalities for Eating Disorders**

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

**HSD510 Medical and Physiological Aspects of Eating Disorders**

This course will review major organ systems and identify how they are affected by obesity, anorexia nervosa, and bulimia. Medical complications of eating disorders will be described, including, an analysis of the physiological consequences of over-exercising and the binge-purge cycle, and starvation. Medical, nursing, and dental treatment protocols will be reviewed. Prerequisite: HSD500 or permission. *3 semester hours*

**HSD512 Nutrition Treatment for Eating Disorders**

A topical approach to nutrition and related health conditions, with an emphasis on evaluation of weight control methods. Includes investigation of food fads and fallacies, basic nutritional needs, vegetarian diets, nutrition for athletics and how the professional dietician applies nutritional information.<sup>1</sup> *3 semester hours*

**HSG441 Health Care for Older Adults**

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

**HSG542 Programs and Public Policies for Older Adults**

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

**HSG543 Administration of Community Programs for the Elderly**

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

**HSG544 Long-Term Care for Older Adults**

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

**HSG545 Introduction to Aging in America**

In this course the student examines the various aspects of the physical, psychological, philosophical, religious, social, and societal dimensions accompanying the aging process. Focus is on insight into one's own aging process, as well as on the various background issues facing persons who work with the elderly. *1-3 semester hours*

**HSG548 Counseling Elders and Their Families**

In this course the student will begin by learning the basic principles of assessing the older client and their family. The course proceeds by discussing the application of different therapeutic techniques that have been found to be effective for working with the elderly in one to one, group, and family contexts. Techniques include: Casework, Reality Orientation, Behavior Modification, Dream Therapy, Validation Therapy, Logo Therapy, and Grief Therapy. Prerequisite: HSG545. *3 semester hours*

**HSG549 Long Term Care Regulations**

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

**HSM405 Juveniles and the Law**

The study of the law affecting juveniles; delinquency, minors in need of supervision, neglect and abuse, child custody, adoption civil law and responsibility, special education and the Illinois School Code. Practical aspects of police interaction and intervention; the functions and capabilities of the Departments of Probation, Children and Family Services, and other public agencies. *3 semester hours*

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<sup>1</sup> Guidelines for Eating Disorders Programs within Higher Education, International Association of Eating Disorders Professionals, 1990.

- 100 **HSM406 Human Services and the Law**  
 Legal principles and issues pertinent to the field of human services administration, mental health and addiction counseling and employee assistance programs will be discussed. Such topics as: crime and delinquency; family crisis; child abuse and neglect; mental health laws; domestic violence laws; DUI information; special education; confidentiality as well as state and federal laws and regulations will be discussed. Issues of real property laws, labor and contract law, as well as professional liability will also be included. *3 semester hours*
- HSM407 Violence and Aggression in the Family**  
 Examination of the psychological, social, behavioral, and cultural foundations of aggression and violence; issues of physical and emotional abuse within the family unit. *3 semester hours*
- HSM415 Strategies of Community Intervention**  
 A study of community power structures and resources, interest groups and citizen participation, influence and power, examination of models for developing and organizing community resources to implement change. *3 semester hours*
- HSM416 Marital Separation and Single Parent Families**  
 An examination of psychological, sociological, physical, and ecological dynamics of change in family structures preceding and during the divorce process, as well as the sequential stages of single parenthood and the reconstituted family. Prerequisite: HSC501. *3 semester hours*
- HSM417 Child Abuse**  
 The dynamics of child abuse, types of abuse, and the abuser; the impact and implications of child abuse on the family and society; treatment and prevention. Prerequisites: HSC501, HSC506. *3 semester hours*
- HSM418 Suicide Intervention**  
 Suicide theory and intervention techniques. Emphasis placed on identifying signs of depression and how to use crisis intervention techniques related to suicide intervention and prevention. Students learn to identify major causative factors of suicide in children, adolescents, and adults, and gain a general knowledge of available community resources. Prerequisites: HSC501, HSC506. *3 semester hours*
- HSM420 Women and Mental Health Issues**  
 This course is an introduction to mental health issues as they relate directly to women. The course acquaints students with current research on sex differentials, sex role functioning, sex differences in women's mental health problems and their causes, and diagnosis and treatment with female clients. The class also provides an avenue for students to examine gender-related issues in their own personal and professional lives in order to help understand and work with women of varied ages, races, ethnicities and socioeconomic backgrounds. *3 semester hours*
- HSM422 Death and Other Losses in Perspective**  
 This course is designed to enhance students' awareness and skills for working with grief, and loss in many settings. It is designed to discuss the various circumstances in which grief is often found as well as a range of cultural and religious contexts in which grief and death are understood. Students will study normal as well as pathological grief responses as well as the plethora of encounters with the finite nature of humanity which includes death. Students will further examine the basic tools for grief assessment and intervention strategies. *3 semester hours*
- HSM508 Research and Evaluation Methodology**  
 Introduces students to principles and methods of social research and prepares students to appropriately apply these skills in the conduct of program evaluation and other program management applications. Emphasis will be placed on the research context for decision making in the planning, design, analysis and reporting of applied research. Prerequisite: HSC511 or HSC500. *3 semester hours*
- HSM581 Human Services Internship I**  
 Human Services experience (20 to 25 hours per week) in community organization to enable students to integrate classroom learning with practice and to refine their skills. Placements are individualized according to the student's track (clinical or management), area of concentration, learning needs, and interests. Students also participate in a weekly supervisory seminar. Prerequisites: HSC501 or equivalent, plus five additional courses in graduate program; consent of internship supervisor and academic adviser. (Specific course prerequisites vary by area of concentration). *1-3 semester hours*
- HSM582 Human Services Internship II**  
 Continuation of Human Services Internship I. Prerequisites: Successful completion of prior internship and consent of internship supervisor. *1-3 semester hours*
- HSM583 Human Services Internship III**  
 Continuation of Human Services Internship II. Prerequisites: Successful completion of prior internship and consent of internship supervisor. *1-3 semester hours*
- HSM585 Internship Supervision**  
 Examination of the issues and dynamics of Professional Relationships within the content of the internship experience. Specific attention given to: ethics of helping, organizational structure, service delivery systems, client assessment, and treatment planning with individual, group, and family client units. The seminar will focus on both the commonalities (regardless of client population) of Human Service work as well as each student's unique learning experience. Prerequisites: Enrollment is required with each Internship enrollment. *1-3 semester hours*
- HSM594 Independent Study in Human Services**  
 Independent studies offering for graduate Human Service students. Permits the student to undertake individual research in an area approved by the department and instructor. Intended to increase academic and clinical expertise. *1-3 semester hours*

**HSM595 Human Services Special Topic**  
*1-3 semester hours*

**HSP450 Theory and Perspective on Prevention and Intervention**

This course explores the varying definitions and approaches of prevention and early intervention, as well as overviews the continuum of care. Prevention of a variety of human problems will be covered: substance abuse, AIDS, suicide, truancy, dysfunctional families, etc. Historical perspectives, present practice, and further development of the field will be examined. *3 semester hours*

**HSP550 Substance Abuse Prevention Models**

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

**HSP551 Prevention and Intervention Models**

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

**HSP555 Concepts in Prevention Program Management**

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

**HSP556 Prevention Integration Group**

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

**HSS534 Perspectives on Substance Abuse Counseling**

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

## Interdisciplinary

101

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

**INT506 Media Selection and Delivery in Educational Programs**

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

**INT512 Fundraising and Grantsmanship**

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

**INT512A Research Design and Methodology**

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

**INT512B Research/Data Analysis**

Explores basic ways to analyze, summarize, and report data. Introduces student to principles and methods of quantification, measures of central tendency and dispersion, and basic parametric and nonparametric statistical tests. *2 semester hours*

**INT519 Principles and Methods of Group Communication**

Develops sensitivity to group communication processes and helps identify leadership and interpersonal communication styles which are appropriate for differing tasks and contexts. *2-3 semester hours*

## English

**LAE405 American Writers I: Beginnings to 1900 – Selected Topics**

A brief look at early Puritan literature followed by readings from fiction writers such as Hawthorne, Melville, Irving, Cooper, Poe, Twain, and from poets such as Whittier, Longfellow, Whitman, and Dickinson. Emphasis on the influence of social forces on literature and on the emergence of literary forms and conventions. *3 semester hours*

**LAE406 American Writers II: 1900-1945**

A survey of classic 20th century novelists such as Wharton, Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, Wright, and Steinbeck. Students examine types of fiction such as realism, naturalism, proletarianism, impressionism. *3 semester hours*

- 102 **LAE407 American Writers III: 1945-1970**  
A survey of the best and most influential writers following World War II and continuing through to the close of the turbulent sixties. Includes writers such as Mailer, O'Hara, Salinger, Cheever, Updike, O'Connor, Baldwin, Kesey, Heller, Roth, Bellow, Malamud, and Nabokov. Takes a look at the stunning contrasts between the fifties and the sixties, politically, socially, ethically, artistically, and psychologically. *3 semester hours*
- LAE408 Contemporary American Literature: 1970 to the Present**  
A dynamic overview of the most critically esteemed and widely read writers of the students' own lifetime. Stressing fiction, it includes such names as Updike, Bellow, Pynchon, Barth, Vonnegut, Wolfe, Irving, Roth, Morrison and Walker. Assesses the impact of the sixties and examines literary phenomena such as absurdism and the new journalism against the ongoing tradition of realism. *3 semester hours*
- LAE409 20th Century American Women Writers**  
A survey of American women writers, which examines the special characteristics of writing by women, the growth of protest, and women's role in the 20th-century history of American literature. Individual instructors may choose to focus primarily on fiction, on non-fiction, or on poetry; or an instructor may limit the survey to a particular 20th-century time period or theme. See English Department for details. *3 semester hours*
- LAE410 Modern British Fiction: 1900-1950**  
A survey of classic 20th-century British novelists such as James, Lawrence, Joyce, Forster, Woolf, Greene, Orwell, Huxley, and Amis. Focuses on the growth and development of technique and on the ethical, psychological and political concerns of the period. *3 semester hours*
- LAE415 Popular Literature**  
Study of well-known types of popular literature (murder mysteries, spy stories, science fiction, romance, westerns, horror stories, etc.) with particular attention to the sociology, psychology, and politics of each type. *3 semester hours*
- LAE420 Current Issues in College Composition**  
A survey of current issues in composition and rhetoric research with emphasis on their relationships to teaching college writing courses. Such issues include social and cognitive and/or technological influences on academic writers. *3 semester hours*
- LAE425 Literary Criticism and Interpretation**  
A survey of the major theories and schools of literary criticism with emphasis on twentieth-century approaches such as new criticism, semiotics, deconstruction, reader-response theory and including such special perspectives as psychoanalytic, Marxist and feminist criticism. *3 semester hours*
- LAE434 Shakespeare and Elizabethan Drama**  
Study of the Elizabethan stage and Elizabethan-Jacobean drama and the development of Shakespeare's dramatic art. Students read selected comedies, tragedies and histories by Shakespeare and some of his contemporaries. *3 semester hours*
- LAE450 Fundamentals of Journalism**  
Introduction to various kinds of journalistic writing appropriate to newspapers, magazines and other periodicals. News-writing, feature-writing, and interviewing are some of the journalistic types covered. Liability laws, guidelines pertaining to plagiarism, copyright laws, and journalistic ethics are discussed. *3 semester hours*
- LAE460 Editing and Publishing the Small Journal**  
A course introducing students to the practical skills involved in editing, managing, and publishing a small periodical – for a school, a corporation, or any other enterprise which needs to publish information for its own corporate community or for the public. Some students may get hands-on experience by working with the college's public relations office. Journalistic ethics, reporting techniques, and liability laws will also be covered. Most importantly, course introduces students to desktop publishing software – both Mac and PC-compatible. More traditional methods of working with printers are also explained. *3 semester hours*
- LAE461 Writing Promotional and Advertising Copy**  
A course taught by professionals in the field of advertising and promotion. Students receive coaching and practice in writing spots for radio and television, as well as layout and design for print media and direct mail. Public relations strategies are introduced: how advertising builds and communicates the corporate image. Available markets for writers will be explored. Speakers will discuss working for agencies and writing freelance. *3 semester hours*
- LAE465 The Rhetoric of Humor**  
An initial discussion of the basic principles of humor, followed by an overview of specific types of humor-writing. This course analyzes various styles of humor, such as iconoclasm, absurdism, exaggeration, "gallows humor," "Jewish humor," etc., in order to imitate their techniques in weekly written assignments. Each student works on development of his or her own comic "voice." *3 semester hours*
- LAE492A, LAE492B, LAE492C**  
**Methods of Research for Writers I, II, and III**  
A course which teaches writers how to do basic secondary research in a variety of areas likely to be relevant to their future writing, such as: psychology, physiology and medicine, education, literature and the arts, history, natural science, etc. Students must show they can use traditional printed materials as well as computer-assisted research. Instructor reviews guidelines pertaining to plagiarism and copyright laws. Students write a brief, researched paper. This course is usually taught in modules of 1 semester hour each with a different module being offered each term: LAE492A in fall, LAE492B in winter, LAE492C in spring. Each module covers a different discipline area, responding to student needs. Students can request current academic year's agenda from the English Department. (This is not a writing-intensive course. Contrast LAE501: Writing from Reading.) *1 semester hour per module*

**LAE499 English Seminar**

A course designed by faculty and students, from time to time, in which students assume a major responsibility for course materials and content, in conventional seminar fashion with the instructor acting primarily as adviser and evaluator. Prerequisite: Consent of instructor. *1-3 semester hours*

**LAE500 Advanced Expository Writing**

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

**LAE501 Writing from Reading: Research, Reports, and Summaries**

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

**LAE502 Creative Writing: Fiction**

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

**LAE503 Creative Writing: Poetry**

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

**LAE504 Creative Writing: Children's Books**

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

**LAE510 Rhetorical Theory: History and Practice**

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

**LAE512A, LAE512B, LAE512C****The Professional Writer: Markets, Materials, Methods I, II, and III**

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

**LAE515 Feature Writing**

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

**LAE516 Screenwriting**

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

**LAE517 Technical Writing**

A flexible course designed to meet the career goals of students in the Written 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*

**104 LAE518 Narrative Forms**

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

**LAE520 Teaching Freshman English Composition**

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

**LAE521 Teaching Literature to Undergraduates**

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

**LAE592 Practicum/Internship in Teaching English Courses to Undergraduates**

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

**LAE594 Independent Study**

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

**LAE595 Special Topic**

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

**LAE599 Thesis Project**

The final showcase piece in the student's portfolio. It is tailored to fit the student's individual program. Examples of thesis projects might be: a collection of short stories, a short novel, a series of poems, a lengthy report for publication or for use in an organization, a series of articles, one long or several short children's books, a series of periodical journals which the

student has edited and managed for an organization, etc. The length and difficulty of the project will determine the credit hours to be awarded (3, 4, 5 or 6). Work may be based on previous course work but must show extensive rewriting and augmentation. Student is assigned to a faculty member for coaching and evaluation. *1-6 semester hours*

**Psychology****LAP401 Psychology of Learning**

Survey of theories of learning including behavioristic and cognitive-development approaches with applications of each. Aspects of motivation and discipline also included. Traditional and innovative approaches explored. Students participate in planned learning interactions. Prerequisite: one previous psychology course. (Experimental Psychology). *2-3 semester hours*

**LAP402 Experimental Psychology**

Introduction to the design, conduct, and analysis of psychological research. Topics include the philosophy of science, research ethics, research designs (i.e., correlational research, experiments, observational research, survey research, single-subject research), and writing up research results for problems in various areas of psychology. Prerequisites: one previous psychology course or consent of instructor, LAE101, LAM110. (Experimental Psychology). *3 semester hours*

**LAP411 Psychology of Exceptional Children and Adolescents**

Survey of children and adolescents who are mentally retarded, gifted, physically handicapped, visually or hearing impaired, or who have speech and language disorders, learning disabilities, or behavioral or emotional disorders. Course includes characteristics, assessment and intervention strategies and methods for working with children with special learning needs. Prerequisite: one previous psychology course. (Personality/Clinical Psychology). *3 semester hours*

**LAP420 Social Psychology**

Role of group and socio-cultural factors in the development of behaviors of individuals. Attention to group dynamics. Illustrations of how social psychologists study people and formulate theories. Empirical research by students included. Prerequisite: one previous psychology course (Social Psychology). *3 semester hours*

**LAP425 Mental Health**

Study of basic concepts of mental health problems of adjustment and ways of coping with life tasks. Experiences designed to enhance self-understanding and growth, as well as interactions with others. Evaluation of different approaches in therapy. Prerequisite: one previous psychology course. (Community Psychology). *3 semester hours*

**LAP443 Managing Interpersonal Communication**

Students examine their communication skills and patterns as they relate to being a productive member in various organizational settings. Dealing with conflict, giving and receiving constructive feedback, active listening, mentor relationships, the use of power, organizational gossip, manipulative and dysfunctional behavior in organizational settings are the key concepts. *3 semester hours*

**LAP450 Human Sexuality**

This course will provide the student with a survey of current views and recent research in the area of human sexuality. Emphasis will be placed on giving students a historical perspective concerning attitudes about sexuality and sexual behavior with particular consideration given to cross-cultural studies. Theoretical positions and research findings will be related to major developmental issues in the human life span and sexuality will be considered as an integral part of human relations and communication. Application will be made to the needs and concerns of teachers and human service professionals about sexual abuse and its treatment. (Developmental Psychology). *3 semester hours*

**LAP451 Industrial Psychology**

A survey of theories and methods that study organizations in search of ways to improve the functioning and human benefits in the workplace. Emphasis is placed on ways to be more productive, to increase job satisfaction among employees and to improve employee selection. Prerequisite: One previous psychology course or the equivalent or consent of instructor. *3 semester hours*

**LAP499 Psychology Seminar**

Seminar course varies in content from time to time. Open to junior, senior, and graduate students in psychology with consent of instructor. *2-3 semester hours*

**LAP501 Introduction to Psychological Assessment**

Introduction to psychological evaluation, familiarizing the student with different assessment procedures, including categories of tests, observations and implications. Several tests are examined in class, demonstrating standardized administration and the importance of controlling anxiety and establishing rapport with the individual being tested. Issues of reliability and validity, the importance of the referral question, and report reading will be stressed. Prerequisite: one previous psychology course. Graduate standing or dept. approval. (Personality/Clinical Psychology) *3 semester hours*

**LAP502 Psychological Assessment II - Intelligence**

Assessment of cognitive abilities utilizing standardized tests including the Wechsler Adult Intelligence Scale, the Wechsler Intelligence Scale for Children, and the Stanford Binet. Administration, scoring and interpretation will be stressed. Sources of bias and consequent limitations will be presented. Prerequisite: graduate standing. (Personality/Clinical Psychology) *3 semester hours*

**LAP503 Psychological Assessment III - Personality**

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Presentation, demonstration and experience in the various modes of personality assessment. Standardized, objective tests will be covered. Emphasis will be placed on the psychometric and personality theories underlying assessment. Sources of bias will be discussed. Administration, scoring and interpretation of these tests will be presented. Prerequisite: graduate standing. (Personality/Clinical Psychology) *3 semester hours*

**LAP504 Psychological Foundations and Systems**

Students will be introduced to major issues concerning the growth and development of psychology from the late 19th through the 20th centuries. Emphasis will be placed on the relationship between developments in psychology and those in the social and natural sciences as well as in medicine. The philosophical foundations of psychology will be explored and major schools – psychoanalysis, behaviorism, cognitive/constructivist positions – will be compared and contrasted. (Human Development/Health) *3 semester hours*

**LAP505 Advanced Abnormal Psychology**

Advanced seminar investigating current theoretical and applied questions related to various aspects of abnormal psychology, including anxiety, personality, sexual, childhood and affective disorders, substance abuse, mental retardation, autism, schizophrenia, and selected topics related to therapeutic intervention. Students will analyze issues in abnormal psychology found in the scientific and popular literature and in case studies of abnormal behavior. Prerequisite: One previous course in abnormal psychology and graduate standing; one course in community mental health recommended; senior standing with permission of department. (Personality/Clinical Psychology) *3 semester hours*

**LAP506 Advanced Human Development**

A study of the biological, physical, cognitive, emotional, social and personality development of humans from birth through death. Emphasis will be placed on research methodology, including interview and traditional psychological assessment. Normal and pathological aspects of the aging process will be explored. The concepts of prevention and postponement will be incorporated. Prerequisite: seniors with two previous psychology courses and consent of department or graduate standing. (Developmental Psychology) *3 semester hours*

**LAP507 Theories of Cognitive Psychology**

Course will introduce and compare current views of cognitive psychology. Will examine theoretical models explaining cognition. Consideration will be given to the genetic approach, to the construction of knowledge (Piaget); to the relationship between language acquisition and cognitive activity (Vygotsky); to the development of moral and ethical principles (Kohlberg). Course will analyze theoretical models of the information processing approach (Sternberg) and will examine the social and developmental aspects of cognition. Prerequisite: junior, senior or graduate standing and one previous course in general psychology, human development or psychology of learning. (Cognitive/Experimental Psychology) *3 semester hours*



106 **LAP508 Interpersonal Development**  
 This course examines contemporary cognitive developmental, ego developmental and psychoanalytical object relations stage theories of interpersonal development. The psychological and philosophical antecedents of these theories will be presented. Assumptions and issues related to the philosophical concepts of unity/duality; psychological isolation of thought, feeling and action; and societal considerations related to autonomy/community will be pursued. (Human Development) *3 semester hours*

**LAP509 Advanced Social Psychology**  
 An advanced study of individual behavior in groups. The major theories of persuasion, group dynamics and role behavior will be examined. Students will design and conduct research with the major theories as guideposts. Prerequisite: Senior or graduate standing. Two previous undergraduate psychology courses. (Social/Community Psychology) *3 semester hours*

**LAP510 Advanced Personality Theory**  
 Critical study of main theoretical and substantive trends in contemporary personality theory. Research and issues in current theories. Neo-analytic, statistical and behavioral approaches. Assessment. Prerequisite: Senior or graduate standing with previous undergraduate course in personality theories or consent of department. (Personality/Clinical Psychology) *3 semester hours*

**LAP511 Infancy**  
 This course enables students to acquire knowledge of typical and atypical infant development. Knowledge concerning basic developmental patterns in the areas of cognitive, social/emotional, communication and motor development will be presented. The infant's emerging capacities for engagement in relationships and learning experiences will be examined. The effects of social, cultural, and interpersonal environments on infant development will also be examined. (Human Development) *3 semester hours*

**LAP512 Cross-Cultural Perspectives in Mental Health**  
 Course content will involve an exploration of historical and cross-cultural trends and movements in the development of the construct of mental health and mental health maintenance. Current models of mental health will be compared and the role of cultural variables in determining their content and structure will be considered. Models of psychotherapy and other modes of personality development and change will be reviewed. Current trends in community mental health research will also be considered. (Cultural) *3 semester hours*

**LAP515 Advanced Culture and Self**  
 Course content will involve a survey at an advanced level of the major theories of personality where the construct of the self is an essential feature. The development of these theories in the context of Western culture will also be considered. Basic principles of human development will be reviewed in a cross-cultural context and students will be assisted in comparing biographical with empirical-objective approaches to the study of personality. (Cultural) *3 semester hours*

**LAP517 Psychological Statistics, Design and Analysis**  
 An introduction to students and research workers in psychology to the concepts and applications of statistics. Emphasis is placed on the analysis and interpretation of data obtained from the conduct of experiments. Students and workers in other branches of behavioral and biological science may also find this course helpful. Skill in algebra is necessary. This course attempts to not only introduce the student to the practical technology of statistics but also to explain in an often intuitive way the nature of statistical ideas. *2-3 semester hours*

**LAP518 Child and Adolescent Development**  
 This course involves an in-depth study of cognitive, emotional, social, and biological development of children from birth through adolescence. Current literature regarding development multi-culturally will be emphasized as well as incorporation of the traditional developmental model. Prerequisites: Seniors with two previous psychology courses and consent of the instructor, or graduate standing. (Developmental) *3 semester hours*

**LAP520 Biological Bases of Behavior**  
 An examination of the basic biological systems and their relationship to behavior. Particular emphasis will be given to the central nervous system, autonomic nervous system, neuroanatomy, and the endocrine system. Changes throughout the lifespan and the effects of various kinds of impairment will be stressed. (Health) *3 semester hours*

**LAP525 Psychology of Artistic Expression**  
 Course content will involve the exploration of the relationship of personality variables and other psychological factors to the development of creative potential and the capacity for artistic expression. Emphasis will be placed on the interrelationship between artistic movements and trends in the 20th Century and parallel developments in psychology and the social sciences. Both psychoanalytic and cognitive approaches to the study of creativity will be reviewed and related to the role of the artist in contemporary cultural trends. (Cultural) *3 semester hours*

**LAP530 Health Psychology**  
 Emphasis on the shift from the biomedical model to the biopsychosocial model to understand the various influences on health and illness. The mind-body relationship will be explored via current research. The minimization of risk and promotion of health, including health lifestyle, prevention, maintaining compliance with appropriate regimens such as medication or exercise and diet will be explored. Lifespan considerations will be included. (Health) *3 semester hours*

**LAP535 Psychopharmacology**  
 Develop familiarity with the basic mechanisms of drug transport within the body, including neuroanatomy, the autonomic and central nervous systems. Major classifications of psychoactive drugs as well as over the counter drugs and non-controlled substances. Lifespan considerations for indications/contraindications and use/abuse at various ages. (Health) *3 semester hours*

**LAP540 Abnormal Psychology of Aging**

The purpose of this course is to assist the student to apply the principles of abnormal psychology to specific pathologies common among older adults. The course will begin by examining the difference between normal and abnormal aging. It will then continue by addressing such issues as depression, organic brain syndrome, anxiety, paranoia, and hypochondria. The student will explore the issues of accurate diagnosis and treatment. Particular emphasis will be placed on the proper identification of the DSM-IV category. Discussion will also include treatment possibilities for each diagnosis. Prerequisite: HSG545. *3 semester hours*

**LAP542 Later Adulthood and Aging**

This course will provide a foundation for the study of adulthood and aging. Students will learn about the various theories in life span psychology that attempt to explain the psychological changes occurring in the latter third of life. This course will cover aging as a reflection of the normal life process. (Developmental) *3 semester hours*

**LAP543 Advanced Interpersonal Relationships**

Small organizational groups outside of the family are the emphasis of this course. Social, Occupational and Leisure groups are studied with the concern of developing more effective relationships within the group. Small group theories are studied and applied. The Psychological focus of the course is the development of each individual within the small group to maximize each person's development as they relate to others in groups. (Organizational) *3 semester hours*

**LAP545 Pain Management**

The biological mechanisms of pain will be presented. The interaction with the brain and higher cortical functions with emphasis on personal differences in pain response will be stressed. Medical and psychosocial treatment of pain will be emphasized with exploration of biofeedback, autogenic training, progressive relaxation training. Development of treatment plans for pain management. (Health) *3 semester hours/5 QH*

**LAP546 Assessment for Organizations**

This course will examine the concepts and techniques related to the assessment of individuals to determine their level of skills, abilities, and personal style as an evaluation of the individuals predicted job performance. The student will learn about the variety of assessment techniques available to evaluate work-related characteristics. Additionally, the student will be introduced to the effects of multiculturalism in the workplace and how assessment impacts company policies, productivity, and the cultural climate. (Organizational) *3 semester hours*

**LAP547 Substance Abuse**

This course offers an introduction to the field of addiction. It places the issues of chemical dependence and abuse, as defined by the American Psychiatric Association, within the framework of psychology. The course is designed to introduce the student to some general concepts including current definitions of abuse and dependence, models of addiction, classes of drugs and their effects on the body, the cycle of addiction and relapse, and available treatment modalities. (Health) *2 semester hours*

**LAP548 Ethics and Legal Issues in Psychology**

Psychology, like medicine and law, has developed a set of ethical principles to guide its own practice and internal methods, and to police and discipline its members. The American Psychological Association has established a set of ethical principles, which serve as a foundation for this course. Included topics will be the following: client confidentiality, client privilege, informed consent, licensing of the various medical professions, the National Register of Health Service Providers in Psychology, health care regulations, malpractice, the DSM-IV, hospital and prescription privileges, treatment manuals, accountability and peer review, the profession and society, misuses of mental health concepts, and psychological interventions in social problems. *2 semester hours*

**LAP550 Advanced Industrial Psychology**

An indepth study of organizations and the human factors involved in contemporary business practices. The course emphasizes employee production, job satisfaction, employee assessment and motivation. Major problems are dealt with in the course including conflict, harassment and low incentives. Practical use of updated Psychological methods are included. (Organizational) *3 semester hours/5 QH*

**LAP590A Internship I**

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

**LAP590B Internship II**

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

**LAP590C Internship III**

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

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

**LAP594 Psychology Independent Study**  
 A pursuit of independent study in an area of psychology by students enrolled in graduate study at NLU. Prior to registration, students must obtain permission from their Graduate Adviser. Also, they must obtain approval from that faculty member who will be supervising their work. A paper is required for course credit. *3 semester hours*

**LAP595 Special Topics in Psychology**  
 This course will cover any topic or topics in the field of psychology which are not taught within the regular course offerings. A decision to teach this course will be made each time by the department on the basis of unusual and specific students' needs. Should it develop that a particular topic is needed to be taught on a fairly regular basis, then a specific course will be developed. *3 semester hours*

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

## Health Studies

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

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

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

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

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

**MHA 521 Managerial Accounting in Health Care**  
 This course introduces the concepts, conventions and terminology of accounting and finance as applied in health care organizations. Students will identify the role of finance in health care applications, compare balance sheets, income statements, and statements of cash flow in financial statement analysis, and apply financial ratios and benchmarking as analysis tools for decision making. Cost determination and behavior, profit analysis, plus cost allocation are examined as management accounting tools. Advanced managerial accounting and financial analysis techniques including multiple pricing strategies, planning and budgeting, variance analysis, standard costs, time value analysis and risk/return models are also developed. The importance of outcome evaluation as a parallel consideration in decision making is emphasized throughout the course. *3 semester hours*

**MHA522 Health Care Business Operations**  
 This course surveys common health care business operations including patient registration & certification, billing, insurance, collection, materials management, medical records, legal affairs, utilization review and discharge planning. Capitation contracts and other alternative payment systems are introduced. The business implications of alternative medical staffing models are also examined. *3 semester hours*

**MHA530 Health Care Economics and Finance**

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

**MHA531 Health Care Information Systems**

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

**MHA532 Human Resources in Health Care**

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

**MHA540 Marketing Health Care**

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

**MHA541 Strategic Management in Health Care**

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

**MHA550 Colloquium in Health Services Administration**

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



*Professors who are experts in the fields they teach*



*Master of Science in Management*



*National-Louis University works with employers to bring classes and full degree programs to work sites as well.*



*Master of Business Administration (MBA) also available online*

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



# College of Management & Business

The College of Management and Business' graduate programs include courses in management, human resource management and development, and business administration (MBA) also available online.

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*Evening and weekend classes are available for the working adult.*

*We design programs around both your educational and developmental needs.*



*Master of Science in Human Resource Management and Development*





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# College of Management and Business

Do not expect business as usual from National-Louis University's College of Management and Business. Vast changes are sweeping across the world's economies, creating unimagined opportunities yet dangers for the unprepared. Smart businesses, government agencies, and non-profit corporations know that an educated and highly skilled workforce is the key to prosperity. General abstract knowledge or technical brilliance is not enough. Knowledge workers need to work effectively with people and be able to apply their knowledge to practical real-world problems.

Business and Management schools must respond with more than the same old fare, and we do. We prepare knowledge workers with flexible, innovative, high-quality programs that meet practical real-life learning needs. Furthermore, we work with specific industries, associations, or even individual organizations to design customized programs tailored to specific learning needs. This adds up to excellent value for students and their employers.

We offer programs on our five Chicago area campuses and at our full-service campuses in Northern Virginia, Washington D.C., and Tampa. Full-time tenure-track professors are stationed at all campuses, communicating with modern telecommunications and computers. We also offer classes right on corporate sites. Few universities can match the flexibility, the nationwide access, or the expertise available through the innovative programs of National-Louis University's College of Management and Business.

The new knowledge workers are increasingly diverse with more women, older workers, and minorities of race, religion, and national origin—workers who deserve a fair shot at the American dream. The College of Management and Business is a

college of opportunity for these students. For example, we work closely with the Language Institute of the College of Arts and Sciences to provide access for students who have just mastered the English language. We also offer special courses and programs for women and minority managers.

Our professors are selected for their teaching skills and practical experience as well as their academic credentials. Classroom learning is practical yet relevant with a sound grounding in theory. In place of stuffy lectures, our professors use large-scale simulations, management assessment centers, actual case studies, and other sophisticated techniques so that learning can be practiced and then applied on the job. Individual attention and honest feedback help each student grow as a skilled, thoughtful and humane professional—a knowledge worker who knows how to work with people and get things done.

Our professors are prized for their practical work as consultants, tackling everything from the privatization of food processing companies in Poland to improving the management information systems of a U.S. insurance giant. Yet they are also recognized for their scholarship and present their findings nationally and internationally. The full-time faculty is blended with a strong cadre of adjunct professors who bring insight on the latest and best contemporary practice to our students.

So do not expect business as usual. National-Louis University's College of Management and Business is the place where knowledge workers prepare to assure our nation's future prosperity. We invite you to join us as partners in an education that works.





## Admission Policies

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

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

## Admission Standards

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

### Full Admission Criteria

1. Verified completion of a bachelor's degree from an accredited four-year college or university or the equivalent from an institution outside the United States.
2. A grade point average of 2.75 or better on a 4.0 scale over the applicant's entire undergraduate program.
3. A score of 3.5 or better on the writing assessment.
4. A minimum of three years of full-time professional, technical, or managerial work experience (or the equivalent in part-time work).

5. Computer literacy required.
6. For those who do not have English as their first language, a minimum score of 550 on the paper-based version, or a minimum of 213 on the computer-based version of the Test of English as a Foreign Language (TOEFL).

## Provisional Admission

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

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

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

## International Student Admissions

The College of Management and Business welcomes qualified international students for enrollment into its graduate programs. Applicants are required to present official records of scholastic achievement and evidence of proficiency in spoken and written English as a prerequisite for admission.

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

## Admissions Appeals

1. If an applicant or student wishes to appeal an admissions decision, the appeal must be made in writing to the University Director of Admissions (or local representative) within two weeks of receipt of the decision letter. Appeals will be forwarded to the College of Management and Business Academic Issues Governance Unit, which will make a decision to uphold or deny the appeal.

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2. The Academic Issues Governance Unit will forward its decision to the applicable program administrator and to the University Director of Admissions and Records who will officially notify the applicant of the unit's decision.
  3. Further appeals will be administered in accordance with the University policy on academic appeals as outlined in the *Student Guidebook*.
  4. Applicants may initiate a request for an admission requirement exemption, along with their application for admission, when they know in fact that they do not meet a program admissions requirement. An exemption is required when an applicant does not meet the minimum requirements for provisional admission. Requests for an exemption will be forwarded to the Academic Issues Governance for an admissions decision.

## Status of Formally Admitted Students

### Enrollment

1. Graduate students must be fully or provisionally admitted prior to the start of the first course of the program. Unclassified students are not eligible for admission into graduate programs.
2. Special Status students may be allowed to enroll in the first course of Term I while awaiting the completion of the formal admissions process. Special Status students must take the writing assessment prior to starting class; they must also successfully complete MGT523 prior to starting class if they score less than a 3.5 on that assessment. Admission under this status will be conditional upon a determination by local admissions personnel that available information indicates that the applicant may eventually be fully or provisionally admitted to the program. In the event that the formal admissions process is not completed by the end of the first course, the student will not be permitted to continue in the program (regardless of their grade in the course), until a formal admissions decision is made.
3. Unclassified or Visiting Students may be allowed to take individual MS-HRM&D courses for professional development with the permission of the local program administrator without being formally admitted to the degree program. Unclassified or Visiting Students, who have completed some MS-HRM&D courses, may petition the local program administrator for admission into the degree program.

## Academic Policies

### Transfer Between Graduate Programs

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

### Transfer of Credit

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

1. The transferred course must have provided bona fide graduate credit that would have fulfilled graduate degree requirements at the institution at which the course was taken.
2. The credit must not have been used toward a degree which was awarded.
3. The credit may be for graduate work completed at National-Louis University or elsewhere for which a degree was not awarded.
4. Credit earned more than six calendar years before graduate admission is not transferable.
5. Courses with a grade below B cannot be used for transfer credit. A "Pass" grade for a completed pass/fail graduate course is acceptable.
6. Transfer credit may be prohibited or limited in certain academic programs.

Students must petition for transfer of credit **at the time of application for admission**. This petition must include a transcript showing satisfactory completion of the course and such supportive evidence as may be needed to establish relevance of content to the student's degree program. Transfer of credit will be approved by the appropriate local program administrator pending verification of the graduate course level and institutional accreditation by the Registrar's office.

## Required Course Waiver(s)

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

## Graduation Requirements

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

## Management and Business Programs

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

### Academic Standards

Students enrolled in the graduate programs will be monitored continuously to ensure compliance with program academic standards. To remain in good academic standing and complete the requirements for the programs, students must adhere to the following academic standards:

1. If the GPA of a student admitted with full-standing status falls below 3.0, the student will be placed on academic probation. The student will be notified in

writing and given the maximum of four graded courses or nine semester hours (depending on the program) taken at National-Louis University to raise the GPA to 3.0. If a 3.0 GPA is attained, the student will gain good academic standing. These courses may not include workshops, independent studies, transfer credits or internships/practicums. All credit courses will be used for calculating the cumulative GPA of veterans.

2. If the student fails to raise the GPA in the designated probationary period, the student may be considered for dismissal. If a student wishes to appeal this decision, a petition must be made to the CMB Academic Issues Governance Unit to deal with student academic appeals.
3. College of Management and Business graduate students who are dismissed from the University for academic reasons may apply for readmission at such time as they have regained good standing and meet the requirements of the program.
4. Attendance in class is mandatory. Circumstances and events may arise that may preclude a student from attending every session; however, a student must contact the instructor in advance.
5. Students who miss 50% of class meetings in one course (unless special arrangements were made beforehand with the instructor) will be given a "N" in that course and will be required to retake the course.
6. Students who miss three consecutive class meetings in a term will be dropped at the end of the term or the last day of attendance where state or federal law supercedes and must apply for readmission if they wish to complete the program.
7. Any student carrying three or more outstanding "I" grades will be dropped from the program at the end of the term in which the third "I" grade is received. Students may apply for readmission only when outstanding "I" grades drop below three.
8. Instructors may set specific conditions (e.g., time limit) for a student to complete "I" grade course work and may convert the grade to "N" if the conditions are not met. In the absences of specific conditions, students have one year after the final class meeting of their cohort group to complete any "I" grades before such grades are converted to "N" grades.
9. Any course for which a "D", "F" or "N" grade was assigned must be repeated and successfully completed. Students must pay for re-enrollment in such a course.

### Transfer Between Groups

Students will not be permitted to transfer from one schedule to another between courses unless there are extenuating (emergency) circumstances. Transfers must be approved by the local Academic Program Director or Administrator.

## Master of Business Administration (M.B.A.)

(Offered in the field-experience model only.)

The M.B.A. program at National-Louis University's College of Management and Business offers a diverse series of courses which will present the experienced practitioner with the financial/accounting/economic skills, as well as the practical people/leadership skills needed to succeed in today's increasingly complex organizational settings. These courses are designed to address practical problems, rather than theoretical ones, so that students will be able to apply their new knowledge and skills in their work settings almost immediately. Further, the courses are sequenced to provide continuity and will contain common themes and threads. These themes and threads will include communication issues, issues of diversity, law and ethics, as well as strategic thinking and leadership skills. This program is designed to serve adults who work in complex organizations, public as well as private, not-for-profit as well as for-profit, and to help them work more effectively with superiors, peers and subordinates in identifying, clarifying and solving organizational goals and problems.

The MBA program is offered in two delivery models:

1. One night per week of class augmented by online web-support and asynchronous discussion.
2. Entirely online, including two weekend residencies in addition to the online coursework.

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

### Degree Requirements 37 SH

#### Term I

MBA500	Introduction to Graduate Studies	1
MBA502	Organizational Behavior	3
MBA504	Human Resources Management	3
MBA506	Ethical and Legal Issues	3

#### Term II

MBA510	Macroeconomics	3
MBA508	Managerial Economics	3
MBA512	International Management	3

#### Term III

MBA514	Managerial Accounting	3
MBA516	Financial Markets	3
MBA518	Financial Management	3

#### Term IV

MBA520	Operations Management	3
MBA522	Strategic Marketing	3
MBA524	Strategic Management	3

## Management (M.S.)

(Offered in the field-experience model only.)

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

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

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

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

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

### Degree Requirements 33 SH

#### Core Course Requirements 18 SH

MGT542	Leadership Theory & Practice	3
MGT543	Assessment of Leadership in Organizations	3
MGT544	Critical Thinking for Leaders	3
MGT545	Organizational Analysis	3
MGT546	Organizational Design & Innovation	3
MGT547	Ethical Practices of Leaders	3

#### General Managerial Leadership Concentration

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

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

**Specialty Area Concentrations**

**18 SH core course work plus the following:**

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

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

Concentrations require the completion of 9 to 15 semester hours of course work within the concentration specialty area. (If a concentration is 9 or 12 SH, the remaining credits will come from courses for the General Managerial Leadership Concentration listed above.) Concentrations may include a combination of any of the following: existing catalog courses, courses developed specifically for the specialty area, and/or courses offered as MGT495: Special Topics, which are relevant to the specialty area.

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**Graduate Certificate in Managerial Leadership**

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

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

**Certificate Requirements 18 SH**

<b>Term I</b>		
MGT542	Leadership Theory & Practice	3
MGT543	Assessment of Leadership in Organizations	3
MGT544	Critical Thinking for Leaders	3

<b>Term II</b>		
MGT549	Organizational Communication	3
MGT551	Leadership & High Performance Teams	3
MGT545	Organizational Analysis	3

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

**M.S. Completion Option:**

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

<b>Term III</b>		<b>18 SH</b>
MGT552	Practicum in Proposal Development for Organizational Improvement	3
MGT546	Organizational Design & Innovation	3
MGT553	Strategic Leadership in Organizations	3
MGT547	Ethical Practices of Leaders	3
MGT548	Practicum in Leadership Development	3

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

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**Human Resource Management and Development (M.S.)**

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

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

**Program Requirements 36 SH**

MGT509	Human Resources Planning	4
MGT533	Organizational Behavior, Organizational Development and Change	5
MGT521	Recruitment, Selection and Retention	3
MGT541	Employee Relations and the Law	3
MGT513	Total Compensation Systems	5
MGT520	Performance Analysis & Productivity Measurement	4
MGT515	Training & Development: Systems & Practices	4
MGT540	Labor Management Relations	4
MGT508	Current Practices in Human Resources	4

\* MGT590 Management Internship (3sh) may be substituted for one of the indicated courses.

**Specialty Area Concentrations**

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

**Program Requirements 36 SH**  
**Core Course Requirements 17 SH**

MGT509	Human Resources Planning	4
MGT533	Organizational Behavior, Organizational Development and Change	5
MGT515	Training & Development: Systems & Practices	4
MGT508	Current Practices in Human Resources	4

**Other Concentrations 19 SH**

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

**Program Standard**

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

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

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# Course Descriptions

## Course Numbering System:

### College of Management and Business

This section provides descriptions of all graduate courses offered by the College of Management and Business. The courses are listed in alphabetical order by College and department. The first three alpha characters indicate department and the last three numbers indicate course level.

400-499	Advanced Undergraduate/Master's level
500-599	Master's level

### Department Code

<b>MBA</b>	<b>Business Administration</b>
<b>MEC</b>	<b>Science in (Electronic Commerce)</b>
<b>MGT</b>	<b>Management and Business</b>
<b>MHA</b>	<b>Health Services Administration</b>

#### **MBA500 Introduction to Graduate Studies**

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

#### **MBA502 Organizational Behavior**

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

#### **MBA504 Human Resources Management**

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

#### **MBA506 Ethical and Legal Issues**

This course will introduce the student to ethical and legal theories as they relate to the modern organization. The rights and duties of the organization to its stakeholders, both internal and external, as well as to society-at-large, will be examined. The rights and duties addressed will be political and social as well as ethical and legal. Major issues to be analyzed will be: leadership; employer-rights; occupational safety; product safety; advertising; environmental issues; and social responsibility. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite: MBA500. *3 semester hours*

#### **MBA508 Managerial Economics**

This course will introduce the student to the application of microeconomics principles to managerial decision-making in the modern organization. Emphasis will be placed on marginal analysis and resource allocation, as well as on computer-based forecasting and model building. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite: MBA500. *3 semester hours*

#### **MBA510 Macroeconomics**

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

#### **MBA512 International Management**

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

#### **MBA514 Managerial Accounting**

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



**122 MBA516 Financial Markets**

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

**MBA518 Financial Management**

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

**MBA520 Operations Management**

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

**MBA522 Strategic Marketing**

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

**MBA524 Strategic Management**

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

**MGT468 Human Resource Management Practices**

This course will include an examination of following human resource management functions in an integrated, organizational context: human resource planning; selection and placement; training and development; compensation and benefits; employee and labor relations; government regulatory issues; and, management practices. This course is designed to prepare students for professional certification by the Human Resource Certification Institution (HRCI), Society for Human Resource Management (SHRM). Note: Certification testing is not a part of this course. *3 semester hours*

**MGT500 Contemporary Marketing Issues**

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

**MGT501 Communication in Organizations**

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

**MGT502 Management Information Systems**

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

**MGT503 Management and Leadership**

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

**MGT504 Accounting and Financial Management**

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

**MGT505 The Economic Environment of Business**

Examines managerial economics and the impact of the economic environment on business decision making. *2 semester hours*

**MGT506 Evaluation and Interventions within Organizations**

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

**MGT508 Current Issues in Human Resources Management**

This course integrates the human resource management and development knowledge and skills learned in the Master of Science in Human Resource Management and Development (MS-HRM&D) program. This course will include an examination of following functions in an integrated, organizational context: human resource planning; selection and placement; training and development; compensation and benefits; employee and labor relations; government regulatory issues; and, management practices. This course is also designed to prepare students for professional certification by the Human Resource Certification Institute, Society for Human Resource Management. (Certification testing is not a part of this course.)  
*4 semester hours*

**MGT 509 Human Resources Planning**

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

**MGT510 Compensation Management**

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

**MGT511 Benefits Management**

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

**MGT513 Total Compensation Systems**

This course is designed to provide the student with an understanding of a variety of compensation philosophies, strategies and methodologies. Total compensation systems include salaries and wages, incentive awards and bonuses, long-term income and set-asides, stock/thrift plans and profit/gain-sharing options, and other benefits. Students will learn how systematically developed compensation packages are implemented and effectively managed. Students will also learn the importance of compensation management to improved organizational productivity and employee performance. *5 semester hours*

**MGT514 Training Program Design and Presentation** 123

This course emphasizes the identification and application of models for training program design and the development and communication of instructional strategies in and out of the classroom. This course also provides detailed instruction on how to design, develop and evaluate effective training materials for classroom and computer-based instruction.

*3 semester hours*

**MGT515 Training and Development: Systems and Practices**

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

**MGT516 Consulting Skills**

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

**MGT520 Performance Analysis and Productivity Improvement**

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

**MGT521 Recruitment, Selection, and Retention**

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

**MGT523 Analytical and Writing Skills for Managers**

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

**MGT525 Managing Continuous Improvement**

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

124 **MGT529 Research Methods and Data Analysis in Business**

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

**MGT532 Problem Solving and Decision Making Strategies**

Explores systematic strategies for analyzing problems and generating action alternatives. Presents paradigms for decision making and provides opportunities for practice using realistic cases. *2-3 semester hours*

**MGT533 Organization Behavior, Organizational Development and Change**

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

**MGT540 Labor and Management Relations**

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

**MGT541 Employee Relations and the Law**

This course deals with various aspects of employee relations and their legal ramifications. Included in the course are such topics as: affirmative action and equal opportunity issues; employee discipline and termination; performance appraisals administration; and other employee relations issues, such as employee morale and productivity, health, safety, security and organizational communications. *3 semester hours*

**MGT542 Leadership Theory & Practice**

Students in this course investigate both traditional and new paradigms of management and leadership. Learners also examine various theories and practices which have evolved in the fields of organizational leadership and management. *3 semester hours*

**MGT543 Assessment of Leadership in Organizations**

Students examine their own leadership and management skills and styles through completion of various assessments and exercises. Students investigate personal motivations, preferences, and values and their effects on relationships at work. They also explore how their unique values, motivations and character patterns shape their personal and organizational actions. *3 semester hours*

**MGT544 Critical Thinking for Leaders**

In this course, students learn about and practice skills in inquiry, analysis, and creative thinking which can lead toward higher performance as organizational leader-managers. Through critical inquiry into current issues about leadership and management, students refine skills in thinking and the generation of alternative perceptions and perspectives which can increase their effectiveness in today's knowledge-based organizations. Students also explore the concept of high functioning leaders and managers as "reflective practitioners." *3 semester hours*

**MGT545 Organizational Analysis**

In this course, students apply a variety of models to analyze the complex issues surrounding organizational performance. Emphasis is on systems and socio-technical perspectives. In addition, students assess the effects of organizational cultures and structures in their workplaces. *3 semester hours*

**MGT546 Organizational Design & Innovation**

Building upon the principles and techniques of organizational analysis, students explore the role of the leader as change agent. Students critically examine the concepts of change and innovation as ongoing processes for organizational renewal. *3 semester hours*

**MGT547 Ethical Practices of Leaders**

This capstone course examines ethical dilemmas facing leaders and managers in a rapidly changing work environment. Integrating key program concepts, students explore ethical principles and practices for leading and managing people in day-to-day operations. Rather than focussing on corporate law-breaking and/or product liability, students examine the ethical implications of leader-manager actions *within* organizations, such as employee selection, reorganization, monitoring and appraising performance, and the like. *3 semester hours*

**MGT548 Practicum in Leadership Development**

Students in this course negotiate learning agreements with their professor which set one or several personal leadership development goals which they will pursue through action learning, reading and action research (e.g., interviewing, shadowing) during the five month duration of the course. *3 semester hours*

**MGT549 Organizational Communication**

Students in this course develop a model of the leader-manager as communicator through studying various aspects of intrapersonal, interpersonal, intergroup, and mediated communication in organizations, including conflict, negotiation, coaching, feedback, and message channel and medium selection. Students also explore communication analysis tools such as message analysis, organizational network analysis, climate instruments, and cultural assessments. *3 semester hours*

**MGT550 Research in Human Resources**

This course introduces systematic inquiry as the basis for decision making in human resource management. It enables the student to develop research-based strategies for making human resource decisions. *3 semester hours*

**MGT551 Leadership & High Performance Teams**

Topics studied in this course include group dynamics, problem identification and analysis, group decision-making, creation of high performance and self-directed work teams, reasons teams fail, and ways to make collaboration work. Throughout, the new roles of the leader-manager as work facilitator and mediator of differences are explored. *3 semester hours*

**MGT552 Practicum in Proposal Development for Organizational Improvement**

In this course, students gain critical thinking, research, project planning, and persuasive writing skills through the development and critique of a complete project or policy proposal. Each student plans and writes a proposal in support of some real or hypothetical organizational project. Possible project topics include merging two units or functions, adding a new service, seeking support for a major capital investment, making or modifying a major human resource or management policy. As the course is largely individualized study, students use the *Proposal Development Manual* to guide their work. *3 semester hours*

**MGT553 Strategic Leadership in Organizations**

This course emphasizes how leaders position and guide their organizations using vision and strategy to help them meet external and/or internal customer demands for continuous improvement. Concepts and processes explored include: the non-rational aspects of visioning; trend, risk, forecast, and other strategic analysis techniques; information and feedback systems; and coalition building. *3 semester hours*

**MGT580 Workshops (Topics vary)**

Workshops offer content in an informal atmosphere utilizing the participation model. An identifying statement indicates the area of study and appears on the transcript. A maximum of 6 semester hours of workshop credit may be applied to satisfy degree requirements. The appropriateness and acceptability of workshop credit must be determined in consultation with the faculty adviser. *1-4 semester hours*

**MGT590 Management Internship**

The management internship experience in a selected organization is designed to enable the student to integrate classroom learning with practice and to refine management and/or human resource management functional area skills. Placements are individualized according to the student's program, area of concentration, learning need, and interests. An internship faculty adviser will be assigned to monitor and evaluate student progress. *3 semester hour.*

**MGT591A, MGT591B, MGT591C****Field Studies/Research**

Field experience students are registered for two hours of credit at three points in the program while working on a project or assignment under the guidance of a faculty adviser or faculty committee. *2 semester hours each*

**MGT593 Applied Management Seminar**

Offers a topical review of current management issues and practices from a human resource perspective using Harvard case studies. This culminating course is designed to integrate the skills and knowledge the student has acquired during previous program course work. *2 semester hours*

**MGT594 Independent Study**

Provides graduate students in degree or certificate programs an opportunity to pursue advanced scholarly study in special areas where they seek further information or to investigate a practical problem in their area of professional interest. Special forms, obtained in the Registrar's Office, must be completed and are required for registration. *1-4 semester hours*

**MGT595 Special Topics**

Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript and course content is summarized with the course announcement. There is no limit on the number of MGT595 courses which can be applied to the degree, although each topic may be taken only once. *1-4 semester hours*

**MGT599A1, MGT599A2, MGT599A3****Thesis/Options**

The thesis is a formal, written document which investigates a theory or particular point of view as the result of disciplined inquiry. Students should discuss content and methodology with an appropriate faculty member. Prerequisite: Consent of thesis adviser. *2-6 semester hours*

**MGT599B Field-Study/Thesis Project Advisement**

M.S. students who need to receive advisement and to work with a faculty member in order to complete any of the following courses must enroll in the appropriate version of this course:

- 1) MGT599B1 for the Management Development Report — Part I (MGT591);
- 2) MGT599B2 for the Management Development Report — Part II (MGT591);
- 3) MGT599B3 for an independent study [MGT594];
- 4) MGT599B4 for the thesis [MGT599];
- 5) MGT599B5 for the Management Assessment Report [MGT519];
- 6) MGT599B6 for the Organizational Project Proposal [MGT518 or MGT552];
- 7) MGT599B7 for the Literature Review [MGT517]; **OR**
- 8) MGT599B8 for a learning agreement from Exploring Practices of Leadership & Management (MGT548).

This course shall run for 90 days from the date of registration; credits do not count toward fulfilling degree requirements. Permission of the appropriate CMB administrator is required for registration. *1 semester hour [pass/no credit]*



*Students at Baker Demonstration School  
located at National-Louis University's  
Evanston, Illinois campus*



# National College of Education

National College of Education has grown into one of this country's largest and most highly respected colleges of education, and remains one of the oldest private colleges dedicated to the preparation of teachers and other school professionals.

**NCATE**

The Standard of Excellence  
in Teacher Preparation

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*Master's in Education in  
Educational Psychology*



*Master's in  
Education in  
Educational  
Leadership*



*Master of Arts in Teaching*





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# National College of Education: A Professional Community Advocating For All Learners

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National College of Education (NCE) is a professional community collaborating with students, teachers, administrators and others advocating for all learners. Building on the progressive tradition of John Dewey and our founder Elizabeth Harrison, the National College of Education continues its historical commitment to students-centered education. Our research-based, best practice programs fuse theory and practice and engage students in critical reflection and inquiry. The NCE community continues to be a leader of innovative education in Chicago, the United States and in Europe.

Building on the theme of advocating for all learners, our NCE programs place students — both P-12 students and our own NCE students — at the center of the educational process. Students actively construct meaning individually, cooperatively and collectively by integrating knowledge and experience within a community of learners.

The NCE professional community recognizes that the learner and the process of schooling are situated in social, historical, political and cultural contexts. We value diversity and cultural differences among children, families and communities, and continue our long and distinguished tradition of promoting social justice and developing democratic communities.

Reflection and inquiry provide an informed and integrated basis for advocating for all learners. As such, our NCE students will further develop the disposition, knowledge and skills to:

- understand the contextual nature of learning,
- help students construct their own knowledge,
- integrate theory and practice,
- reflect on and critique their knowledge, practice, school and society,
- engage in inquiry,
- collaborate with students, teachers, administrators, parents, policy makers and the community at large.





## National College of Education Degree Programs

National College of Education offers courses, programs and related experiences leading to the Master of Arts in Teaching degree, Master of Education degree, Master of Science in Education degree, Certificate of Advanced Study, Educational Specialist degree and the Doctor of Education degree.

### Master of Arts in Teaching

- Early Childhood Education\*
- Elementary Education\*
- Secondary Education\*
- Special Education\*

### Master of Education

- Curriculum and Instruction Program Concentrations
  - ESL/Bilingual Education
  - Health Education
  - Mathematics Education
  - Personalized Option
  - School Nurse\*
  - Science Education
  - Social Studies Education
  - Teaching for Conceptual Integration
- Early Childhood Administration
- Early Childhood Curriculum and Instruction
- Early Childhood Certification\*
- Early Childhood Leadership and Advocacy
- Educational Leadership
  - Administration and Supervision\*
- Educational Psychology
- Educational Psychology/Human Learning and Development
- Interdisciplinary Studies in Curriculum and Instruction
- Middle Level Education
- Reading\*
- Language and Literacy
- Special Education\*
- Technology in Education\*

### Master of Science in Education

- Curriculum and Instruction Program Concentrations
  - ESL/Bilingual Education
  - Health Education
  - Mathematics Education
  - Personalized Option
  - School Nurse\*
  - Science Education
  - Social Studies Education
  - Teaching for Conceptual Integration
- Early Childhood Curriculum and Instruction
- Educational Psychology/Human Learning and Development
- Language and Literacy
- Reading\*
- Technology in Education\*

### Certificate of Advanced Study

- Curriculum and Instruction Program Concentrations
  - ESL/Bilingual Education
  - Health Education
  - Mathematics Education
  - Personalized Option
  - School Nurse\*
  - Science Education
  - Social Studies Education
  - Teaching for Conceptual Integration
- Early Childhood Administration
- Early Childhood Curriculum and Instruction
- Early Childhood Certification\*
- Educational Leadership
  - Administration and Supervision\*
- Educational Psychology
- Educational Psychology/Human Learning and Development
- Language and Literacy
- Mathematics Education
- Middle Level Education
- Reading\*
- Special Education\*
- Technology in Education\*

### Educational Specialist

- Educational Leadership/Superintendent Endorsement
- School Psychology\*
- Leadership in Curriculum and Teaching

### Doctoral Programs

- Curriculum and Social Inquiry
- Disability and Equity in Education
- Educational Psychology
  - Human Learning and Development
  - School Psychology\*
- Educational Leadership
  - Superintendent Endorsement\*
- Reading and Language

\* Entitlement certification is available.

**Some certification requirements in the state of Illinois are currently under revision. Please contact the director of the program for complete information.**

### Entitlement Approval

The following National College of Education certification programs are approved by the Illinois State Board of Education.

#### Early Childhood Education (Birth-age 8)

- Undergraduate
- Graduate

#### Elementary Education (K-9)

- Undergraduate
- Graduate

**132 Reading Specialist**

Graduate

**Special Education**

Graduate

Learning and Behavior Specialist I (LBS1)

**School Service (K-12)**

Graduate

School Nurse

School Psychology

**Secondary Education (6-12)**

Graduate

Biological Science

Foreign Language

Language Arts/English

Mathematics

Physical Science

Social Science (History)

**Administrative (K-12)**

Graduate

General Administrative (Illinois Type 75)

Superintendent (Illinois Type 75)

Technology Specialist

**Endorsements/Approvals**

Courses applicable toward endorsements and/or approvals are available in the following areas:

Bilingual Education

ESL

Health Education

Mathematics Education

Middle Level Education

Reading Specialist

Reading Teacher

Science Education

Social Studies Education

Individual courses or course sequences not included in the programs listed above may not be assumed to be approved by the Illinois State Board of Education for certification purposes.

National College of Education assumes no responsibility for courses taken by students with the intent of obtaining certification, unless the students are under the direct supervision of and meet regularly with a faculty adviser and the courses are taken within a program approved by the Illinois State Board of Education. It is the student's responsibility to ensure that all certification standards and academic policies are met. Illinois residents who are applying for a program leading to certification must pass the Illinois Test of Basic Skills prior to admission. Please note that the Illinois Test of Basic Skills scores are valid for 5 years. Therefore, students must complete all of their coursework and apply for certification within 5 years of taking and passing this test. Those who wait to apply beyond the 5 year limit must retake the Illinois Test of Basic Skills.

**Accreditation**

National College of Education of National-Louis University is accredited by the North Central Association of Colleges and Schools (NCA), the Illinois State Board of Education (ISBE), and by the National Council for Accreditation of Teacher Educators (NCATE). Selected programs are recognized by the Wisconsin Department of Public Instruction and approved by the Wisconsin Educational Approval Board. Selected programs are also recognized by the Florida Department of Education and the Virginia Department of Education.

**Certification**

Students seeking certification by entitlement may obtain applications for certification in the NCE Certification Office on the Wheeling Campus.

The Illinois Legislature has enacted Section 21-1a of the School Code of Illinois to establish a testing program as a component of the State's teaching certification requirements. The program consists of a test of basic skills and a subject matter test.

Illinois law prohibits the certification and/or employment of persons convicted of specific crimes. Currently, for example, enumerated offenses include but are not limited to certain narcotics and sexual offenses. Students seeking an endorsement for professional certification through the National College of Education who have been convicted of one of the offenses identified by Illinois law may be ineligible for certification and/or employment as a school professional.

**Degrees****Master of Arts in Teaching (M.A.T.)**

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

**Master of Education (M.Ed.)**

The Master of Education degree is designed for certified candidates dedicated to children and the development of their learning. This program serves the needs of professional teachers who seek advanced preparation for higher levels of professional competence in the classroom. The program is also available to other professionals in accordance with the admission criteria described in Student Admission Policies. Graduate students are assisted in designing an individual sequence of courses, or selecting a prescribed sequence of courses that will contribute to professional growth.

**Core Course Requirements 10 SH**

**Some programs require alternative core requirements; see individual program descriptions for these degree requirements.**

EPS500A**	Human Development with a Focus on Early Childhood <b>OR</b>	3
EPS500B**	Human Development with a Focus on Elementary and Middle School Aged Children <b>OR</b>	2
EPS500C**	Human Development with a Focus on Young Adolescence (10-14) <b>OR</b>	3
EPS500D**	Human Development with a Focus on Adolescence (11-18) <b>OR</b>	2
EPS510	Theories of Teaching and Learning <b>OR</b>	2
EPS541†	Cognition and Instruction	2
ESR506	Graduate Research: Interpretive/Critical	2
ESR507	Graduate Research: Empirical/Quantitative	2
FND504††	History and Philosophy of Education	2
FND505	Perspectives on Contemporary Issues	2

Students should enroll in Graduate Research: Interpretive/Critical ESR506 no later than the fifth course of graduate study.

\*\* Students must take the particular version of EPS500 in accordance with the requirement of their program area. Please note that only one version of EPS500 may be counted toward a degree.

† EPS541 is required for students in Technology in Education and is recommended for students in Educational Psychology.

†† Students in the Early Childhood program will take: FND503 Historical and Philosophical Foundation of Early Childhood (3sh).

The following programs also admit qualified noncertified teachers.

- Curriculum and Instruction
- Early Childhood Education Leadership and Advocacy
- Early Childhood Education Administration
- Educational Leadership
- Educational Psychology/School Psychology
- Interdisciplinary Studies
- Middle Level Education
- Technology in Education

For further information contact the program coordinator of the specific Program.

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## Master of Science in Education (M.S.Ed.)

The Master of Science in Education degree is designed for qualified certified candidates who seek preparation for leadership positions in education. The program is also available to other professionals in accordance with the admission criteria described in Student Admission Policies. The Master of Science in Education degree program is designed to provide sufficient depth in the field of specialization to enable students to pursue continued study at the post master's level. Applicants may be required to meet specific program entrance requirements in addition to the general admission requirements of the graduate school.

**Core Course Requirements\* 14 SH 133**

ESR503	Research Design Analysis	2
ESR506	Graduate Research: Interpretive/Critical	2
ESR507	Graduate Research: Empirical/Quantitative	2
FND504	History and Philosophy of Education	2
FND505	Perspectives on Contemporary Issues	2
XXX599**	Thesis	4

Students should enroll in ESR506 Graduate Research: Interpretive/Critical no later than the fifth course of graduate study.

\* These core courses are required within specific programs, see individual programs for degree requirements.

\*\* The three letters preceding the course designation for Thesis (XXX599) are appropriate to the program area in which the student is conducting research and pursuing an approved course sequence.

The following programs also admit qualified noncertified teachers.

- Curriculum and Instruction
- Early Childhood Education Leadership and Advocacy
- Early Childhood Education Administration
- Educational Leadership
- Educational Psychology/School Psychology
- Interdisciplinary Studies
- Technology in Education

For further information contact the program coordinator of the specific Program.

## Research Alternative

The standard thesis requirement for the Master of Science in Education degree may be met through the creation of an evaluation and development project in the form of an educational product that meets specific conditions. Students selecting this alternative to the standard thesis will register for and receive thesis credit.

Projects may take such forms as the creation of a media product for instruction, development and verification of an instructional sequence or module, development and verification of a measuring instrument, or other similar projects. The product must be of such a nature that it can be tested and evaluated. It should be able to serve as a basis for generalization and should be useful beyond the boundaries of a single situation or individual.

The final product will consist of the project material and written documentation. Written documentation will include significance of the work, its relationship to existing materials, validation of procedures, and the performance of consumer response data. Approval of the final product rests with the student's committee. Deadlines for submission of the final copy are the same as deadlines for a thesis.

Students interested in this alternative should consult with their faculty advisers.

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## Certificate of Advanced Study (C.A.S)

The Certificate of Advanced Study will be awarded to students who, having completed a master's degree in a specific field, choose to engage in continued graduate study that will add a new career dimension to their current professional competencies.

A minimum of 30 semester hours beyond the master's degree is required to complete the Certificate of Advanced Study program. In some instances, depending upon the student's goals and objectives, additional course work may be required.

### Core Course Requirements\*

3 SH

EDL546	Perspectives on and Administration of Educational Policies	3
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\* Not required in Curriculum and Instruction

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## Educational Specialist (Ed.S.)

The Educational Specialist degree (Ed.S.) is a post-master, pre-doctoral degree designed to meet the needs of school leaders who have completed their master's level work and who express need for advanced specialization in the areas of their master's concentration. Experiences include course work to provide knowledge about recent advances in the areas of concentration and field-based internships that guide application of the new knowledge in school settings. The Ed.S. degree is offered in School Psychology, Educational Leadership, and Leadership in Curriculum and Teaching.

A minimum of approved 30 semester hours beyond the master's degree is required to complete the Educational Specialist program. In some instances, depending upon the student's goals and objectives, additional course work may be required. A culminating experience that consolidates knowledge gained from course work and internships will be an integral part of each program.

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## Doctor of Education (Ed.D.)

The doctoral programs in National College of Education are designed to prepare leaders in the field of education. Faculty and students in the programs form a broad based community of learners, engaging in critique of knowledge and in the active examination of the interrelationship of theory, research, and practice. The doctoral programs built upon a tradition of excellence in teacher education stretching for over 100 years. Through advanced studies, the program extends National-Louis University and its National College of Education's tradition of providing quality education for educational practitioners, academic scholars, and researchers. Consistent with the strengths and quality of its graduate faculty, NCE offers doctoral programs in five main areas:

- Curriculum and Social Inquiry
- Disability and Equity in Education
- Educational Leadership
- Educational Psychology
  - School Psychology Concentration
  - Human Learning and Development Concentration
- Reading and Language

Doctoral admission and academic policies are discussed in the doctoral section of the catalog (page 165).

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## On-Campus Programs

Classes are held at the Chicago, Elgin, Evanston, Wheaton, and Wheeling campuses as on-campus classes. Additional classes may be offered at other locations if available with a cluster group. For a schedule of classes, consult the National College of Education *Quarterly* or the University Schedule.

## Field-based Degree Programs

The field-based master's degree program is an integrated approach to graduate study, which addresses educational needs that may not be met through traditional programs. Groups are formed when approximately fifteen students in geographic proximity are interested in beginning graduate study. Classes are held in the Chicago area, as well as in Milwaukee/Beloit, Wisconsin, Tampa/Orlando, Florida, Washington D.C. and Northern Virginia. Classes meet once a week; the program is approximately two years in duration. The field-based degree is offered in the following programs:

### Interdisciplinary Studies in Curriculum and Instruction

Interested students should contact a National College of Education enrollment representative at any of the regional offices or at any Chicago area campus.

### Early Childhood Education: Leadership and Advocacy

Interested students should contact a National College of Education enrollment representative at any of the regional offices or at any Chicago area campus.

## Cluster Groups

National-Louis University is a recognized leader in the Cluster approach to learning. The Cluster approach customizes education for a group of students(15-25) interested in the same program. Clusters can include a Master's degree (M.A.T. or M.Ed.), a Certificate of Advanced Study (C.A.S.), or a Doctor of Education (Ed.D.) degree. In some cases, specific course groupings may also be offered in the Cluster format, such as the ESL endorsement. Cluster groups meet either in a convenient community based location off campus, or on one of our campuses.

Groups may form when approximately fifteen students register for an entire graduate Cluster program at a given location. Students progress together through a pre-arranged, pre-registered course of study that is identical to programs offered on National-Louis University campuses. Courses are guaranteed for cluster students as long as they are taken within their Cluster. Classes are usually one or two nights per week during the school year. Summer schedules vary.

Cluster students benefit from a fixed tuition rate, designated at the time of registration. Tuition payment options are available. Cluster students follow policies established by National College of Education.

Cluster groups may be offered in the following areas:

- Curriculum and Instruction (ESL/Bilingual Education, Health Education, Mathematics Education, Personalized Option, School Nurse, Science Education, Social Studies Education, Teaching for Conceptual Integration)
- Educational Leadership (Administration and Supervision or Superintendent Endorsement)
- Educational Psychology/Human Learning and Development
- Language and Literacy
- Master of Arts in Teaching (M.A.T.) in Early Childhood Education
- M.A.T. in Elementary Education
- M.A.T. and M.Ed. in Special Education
- Middle Level Education
- Reading
- M.A.T. in Secondary Education
- Technology in Education

## Admission Policies

All students taking courses at National College of Education should fully understand that graduate credits toward a degree or toward certification under the auspices of the University are earned only after formal admission to graduate study.

Students desiring admittance into the Foster G. McGaw Graduate School must apply for formal acceptance into the graduate school for either a Master of Arts in Teaching, Master of Education, Master of Science in Education, Certificate of Advanced Study, Educational Specialist, or Doctoral degree.

## Admission Procedures

The following procedures must be completed before completing the tenth semester hour as a Student-at-Large. A maximum of nine semester hours of National College of Education credit may be taken as a Student-at-Large prior to formal admission. These credits may apply toward a degree or certificate of advanced study. Students in field-based degree programs must make application to the graduate school no later than two months after the first night of class and be admitted

prior to the first night of Term II. Students who fail to complete the admission process before the end of their first term will disqualify themselves from receiving financial aid for that term. Only admitted students are eligible for federal financial aid. Students in field-based degree programs must be admitted prior to the start of the second term. Non-admitted students may not continue until they have been admitted.

The following documents must be on file in the Office of Admissions prior to consideration for admission:

1. A completed application form. (Available online: [www.nl.edu](http://www.nl.edu))
2. A nonrefundable application fee (see fee schedule)
3. Official transcripts from all institutions attended. Please note that only credit from a regionally accredited institution will be considered for transfer credit. Completion of a bachelor's degree from a regionally accredited institution must be verified.
4. A list of references from supervisors, employers, professors, or others who have known the applicant in a professional or academic capacity. These references will be checked randomly. Some specific programs will require letters of recommendation. See admission packet for individual programs.
5. A written statement of academic and professional goals
6. Official admissions test score. Refer to program admission requirements for appropriate test.
7. An official score report showing a passing score on the test required for your program. Students who are residents of Illinois and seek admission to a certification program or were certified prior to July 1, 1988, are required to pass the Basic Skills Test administered by the Illinois State Board of Education. Please note that the Illinois Test of Basic Skills scores are valid for 5 years. Students from states other than Illinois must take and pass the equivalent test of basic skills administered through their state.
8. Students whose native language is other than English must submit scores from the TOEFL test or have their English language skills assessed by the Language Institute. Please refer to the section on International Students that follows

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

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

Applicants must hold a baccalaureate degree from a regionally accredited institution and show evidence in undergraduate work of the ability to pursue graduate study. This generally is interpreted to mean that the student in the junior and senior years of undergraduate study has achieved a grade point average of 3.0 or better on a 4.0 scale. Students holding an advanced (graduate) degree from a regionally accredited institution will have only their GPA from that advanced degree count toward admission. A 3.5 graduate GPA will be accepted for full admission. Students with a graduate GPA below a 3.5 may be accepted with a provisional admission.

Other documents in support of the application are weighted according to the applicant's individual profile and the specific academic requirements of the program for which he or she is applying. Interviews prior to admission may be required at the discretion of the Director of Admissions and/or program directors.

Students who are accepted into the graduate school will receive a formal letter of admission. The student should make contact with the adviser within 30 days to develop a Graduate Study Plan and maintain regular contact with the adviser throughout the completion of the program.

Applicants denied admission to graduate study may petition the Admission and Retention Council for review of their application. Petition forms may be requested from the Chair of the Admission and Retention Council. Applicants whose petitions are approved may then be recommended for provisional admission. Students whose petitions are denied may then appeal on procedural issues to the Associate Dean of National College of Education.

### **The Master's Degree**

Students who have a baccalaureate degree but do not have a teaching certificate may pursue study in the Master of Arts in Teaching degree programs. The baccalaureate degree may be in a course of study other than education. Students who are residents of Illinois, and seek admission to a certification program or were certified prior to July 1, 1988, are required to pass the Basic Skills Test administered by the Illinois State Board of Education. Please note that the Basic Skills Test may be used for certification for a maximum of 5 years after the test was taken.

All applicants for the Master of Education and Master of Science in Education degree programs must possess valid certification or must present adequate justification to the program coordinator that graduate study within the program in which application is being made meets their desired professional goals and objectives.

### **The Certificate of Advanced Study**

Applicants for the Certificate of Advanced Study must hold a master's degree from a regionally accredited institution and a valid teaching certificate. An entrance test is not required.

### **The Educational Specialist Degree**

All applicants for the Educational Specialist degree must hold a master's degree from a regionally accredited institution. Admission decisions are based on the following evidence: the completed application form, the applicant's academic record, four letters of reference, scores from the General Aptitude Section of the Graduate Record Examination (GRE), a writing sample, and an interview. Applicants to the Ed.S. degree in Leadership in Curriculum and Teaching may submit scores from either the Miller Analogies Test (MAT) or the General Aptitude Section of the Graduate Records Examination. (For more information about the GRE, please telephone the Educational Testing Service at 847/869-7700. The institutional code for National-Louis University is 1551.) Scores from the GRE or the MAT may not be older than five years. Individual programs may require additional materials. Applications are reviewed by faculty from the respective programs.

### **The Doctoral Degree**

Please refer to the Doctoral section of the catalog.

### **International Students**

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

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

### **Status of Admitted Students**

#### **Full-Standing**

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

## Provisional Status

Students who are low in one or more admission criteria, but who evidence potential for successful graduate work, are admitted provisionally. A provisionally admitted student must maintain a 3.0 in either the first four graded courses or 9 semester hours taken after admission, whichever comes first. These courses must be written in the degree plan. These courses may not be professional development courses, workshops, transfer credits, independent studies, or internships/practicums, except when taken by veterans receiving benefits. If the 3.0 is maintained, the student's status is changed to full standing. If the GPA falls below 3.0 at the end of the probationary period, the student will be dropped from the graduate school. If the student wishes to appeal this decision, appeal may be made to the Graduate Admission and Retention Council.

Students admitted provisionally may not register for courses until they have met with their academic adviser to develop a Graduate Study Plan.

## Financial Assistance

### Trustee Fellowships

The Foster G. McGaw Graduate School offers tuition fellowships for full and three-quarter-time study on campus. Fellowships are awarded to students who have been formally admitted to the Graduate School and are seeking assistance for a minimum of three consecutive quarters.

Full-time students enrolled in eight semester hours of course work receive a 4 semester hour tuition waiver per quarter, which carries a work requirement of 100 hours per quarter. Half-time students enrolled in six semester hours of course work receive a two-semester hour waiver per quarter, which carries a work requirement of 50 hours per quarter. Fellowships are awarded on the basis of financial eligibility, and are considered to be a taxable source of assistance.

A limited number of employment opportunities are available to enrolled graduate students who may work a maximum of fifteen hours per week. For information on the Fellowship program or on the Student Employment Program, call the Office of Financial Aid.

Financial assistance for doctoral students is discussed in the doctoral section of the catalog, page 166

. Additional information on graduate financial aid is discussed in the General Information section of this catalog, page 24.

## Academic Policies

### Graduate Admission and Retention Council

The Council recommends policies for the admission and retention of all students in the College and monitors academic standards. A student has the right to appeal to this Council for an exception to stated policy and to appeal decisions on matters pertaining to admission and retention. Students have the right to request a personal appearance before the Council. The denial of petition may be appealed on procedural issues to the Associate Dean of National College of Education.

Members of this Council are representative of the graduate faculty, the administration, and the graduate student body. For exact procedures, see Student Guidebook.

### Hours Prior to Admission

A maximum of 9 semester hours of National College of Education credit taken as a Student-at-Large prior to formal admission may apply toward an on-campus degree or certificate. Acceptance of more than 9 semester hours taken prior to admission must be obtained through petition to the Graduate Admission and Retention Council. Students taking course work beyond 9 semester hours in an Ed.S. sequence must contact the Director of the particular Ed.S. program and receive permission to do so. Students in the field-based master's degree program must be admitted no later than the first night of class in the second term.

### Study Plan

Students who have received formal notice of admission as graduate students are eligible for graduate degrees. After formal notice has been given, the academic policies listed below must be understood and, where procedure is prescribed, that procedure must be followed. Graduate students are required to seek counsel from their faculty advisers. Every effort is made to encourage a direct, personal relationship between faculty members and individual students in order that students obtain maximum professional growth.

1. The student, in consultation with the adviser (appointed at the time of admission), will complete a Graduate Study Plan. Students admitted with provisional status may not register for courses until they have met with their adviser.
2. The four-part Study Plan will be distributed to the student, the adviser, the Program Coordinator, and the Office of the Registrar.
3. This Study Plan must be on file in the Registrar's Office within thirty days after formal admission to graduate study has been received.
4. A change in the original Study Plan must be approved by the student's adviser on a Graduate Study Plan Change form and filed in the Registrar's Office.



## 138 Program Substitutions

Program substitutions may be made with the approval of the student's adviser when they are consistent with accreditation and degree requirements. These should be reflected on the Graduate Study Plan form and become part of the student's file.

### Course Load Limitation

Students pursue graduate studies on either a full- or part-time basis. Full-time students take eight to ten semester hours of graduate study in a regular term. An exception to the maximum load must receive prior approval from the Dean of the College of Education, after recommendation of the student's adviser. Enrollment in shorter summer sessions or courses taken by variant scheduling during regular terms is limited and is comparable to the course load standards of regular academic terms.

### Transfer of Credit

Upon the approval of the faculty adviser and the appropriate graduate school administrator, a maximum of six semester hours of graduate credit toward a master's degree may be transferred from another institution. A maximum of six semester hours of post-master's degree course work may be transferred into the Educational Specialist degree. A maximum of one-third of post-master's course work may be transferred into the required semester hours of the Certificate of Advanced Study. This must be graduate work for which a degree was not awarded. Transferred credits are included in the number of maximum credits allowed for off-campus work. Transfer credit must be bona fide graduate credit that would have fulfilled graduate degree requirements in the institution at which it was offered and courses must have been taken within the time limits of the degree program. Such institutions are those approved by one of the regional accreditation associations. Courses with a grade below B cannot be used for transfer credit. Approval for transfer credit beyond the number allowed must be obtained through a petition to the Graduate Admission and Retention Council.

### Core Course Waiver

Students who have taken graduate work or a series of specific undergraduate classes at other institutions may have taken courses equivalent to the required core courses of National College of Education. Students must petition the Admission and Retention Council for a waiver of a specific core course. The petition is considered upon presentation of an official transcript and a course or catalog description. If the course cannot be transferred, the student must substitute an approved on-campus course in the program to replace the waived course. If the petition is approved by the Admission and Retention Council, the core course waiver request is completed by the adviser on a Study Plan Change form.

## Course by Arrangement/Independent Study

With the approval of their adviser, appropriate program coordinator and the Dean's office, an admitted student may take a course by arrangement or an independent study. Only a full-time faculty member may work with a student on a course by arrangement or an independent study. Students are responsible for obtaining all of the appropriate signatures and file the correct paper work with the Registrar's office before beginning the course. Students seeking an independent study or a course by arrangement should speak with their adviser.

## Teacher Education Programs

The following constitutes a basis for denial of admission to student teaching or removal from a teacher education program: conduct unbecoming a professional educator, conviction on a felony charge or any other behavior that interferes with professionalism.

## Time Limitation for Fulfilling Degree Requirements

M.A.T., M.Ed., M.S.Ed., C.A.S., and Ed.S. candidates must fulfill degree requirements within a six-year period. The time period is calculated from the date of the first course that is to count toward the degree, including transfer credit. Requests for an extension of time must be obtained through a petition to the Graduate Admission and Retention Council.

## Residency Requirements

### • M.S.Ed. Candidates

Students may meet the residency requirement in any one of the following ways: (1) one term of full-time study (eight semester hours) on campus, (2) ten semester hours taken on campus in two consecutive terms, (3) ten semester hours taken on campus in two consecutive summers.

### • Ed.S. Candidates

Students are required to take 15 semester hours in no more than five consecutive academic quarters. Each program will determine meaningful ways to involve students with faculty to ensure that the spirit of the traditional residency requirement is maintained.

## Application of Course Work Toward Degree Programs

Courses are available on five Chicago area campuses and selected locations. Acquired credits may be applied to degree programs as follows:

### • Off-Campus Course Work in the Master's Degree and Certificate of Advanced Study

In any on-campus master's or C.A.S. program a limited number of semester hours of Center for Professional Development (CPD) credit may be applied. The National College of Education *Quarterly* delineates courses as CPD or on-campus.

### • Off-Campus Course Work in the Educational Specialist Degree

Six semester hours of CPD credit may be applied to the Ed.S. degree if approved by the student's adviser. If a student transfers six semester hours of graduate credit from another accredited institution, then no CPD credit is allowed. The National College of Education *Quarterly* delineates courses as CPD or on-campus.

### • Special Workshops

The Foster G. McGaw Graduate School provides an in-service program designed for teaching and administrative personnel in the field. These workshops are offered either on campus or in cooperation with school districts and similar educational constituencies. A maximum of six hours will be allowed in fulfilling degree requirements. All policies and procedures, including quality control measures established by the Graduate School and the graduate faculty, will be followed. Workshop credit will not be accepted for certification.

## Educational Specialist Degree

### • Enrollment Requirements

Students are expected to register every quarter until the completion of their degrees. Students who are not registered three consecutive quarters will be notified by the Director of the Ed.S. program that they have been dropped. Students desiring to be reinstated must submit to the Graduate Admission and Retention Council a petition stating the reason for the inactivity.

### • Leave of Absence

Students may request a leave of absence for one calendar year. Students must petition the Graduate Admission and Retention Council for approval indicating why a leave is necessary; the petition must have the approval of the Director of the Ed.S. program.

## Withdrawal from Program

To withdraw from a graduate field program, a student must present written notice to the NCE Dean in care of the NCE Field Office on the Wheeling Campus. The Dean's office will notify the registrar to remove the file from active status. (See page 29 for withdrawal procedures.)

The graduate faculty reserves the right to request the withdrawal of a student at any time during the course of studies if the student does not meet the required standards of scholarship.

Policies pertaining to Doctoral programs may be found on page 166 of the graduate catalog.

## Professional Development Facilities

The specialized facilities of the Foster G. McGaw Graduate School reflect its mission to provide a bridge between theory and practice in education.

### Baker Demonstration School

This private laboratory school, established in 1918, has an enrollment of 325 students in nursery through grade 8 on the Evanston campus. The school boasts a child-centered philosophy and models developmental teaching in a variety of styles and classroom management techniques. The school's teachers are also university faculty members and participate extensively in undergraduate and graduate teacher preparation. The school's purpose includes demonstrating exemplary teaching to interested observers and maintaining a partnership with university faculty members to continually strive toward educational excellence. The school's facilities include the Robert R. McCormick Library, which possesses a wide range of children's print and nonprint materials, a computer laboratory, art and music rooms, a science laboratory, and drama and athletic complexes, which the school shares with the University.

### Evanston Center for Learning

The Center for Learning currently functions as both a training facility for graduate students in School Psychology and Special Education and as a community resource. Under the professional supervision of National-Louis University faculty and staff, student clinicians provide to children, adolescents, parents, and adults assessment and/or intervention services designed to focus on their needs and concerns. A major goal of the Center is to link theory and research to practice in the field.

### Reading Center

This Center is located in House 1 on the Evanston campus with a summer satellite on the Wheaton Campus. It provides a setting for supervised practicum experiences in reading instruction for both graduate and undergraduate students. Student and staff tutors provide one-on-one tutoring and diagnosis for children with reading problems. Curriculum materials are available for inspection in the Center, and consultation for districts, schools, teachers and parents is also provided.

### Middle Level Curriculum and Teaching Center

The Middle Level Curriculum and Teaching Center (MLCTC) is located on the Wheeling campus. The mission of the Center is to advance curriculum practice, theories, policies and research for those teaching at the middle level and working with young adolescents. The MLCTC provides materials and resources for middle level educators for use within the Center and also provides university workshops on critical middle level issues and strategies. The Center also sponsors the annual **If I ran the School: A Conference for, by and about young adolescents.**

140 **The Professional Assistant Center for Education (PACE)**

Founded in 1986, the Professional Assistant Center for Education (PACE) is a two-year, noncredit, post secondary certificate program for young adults with learning disabilities. The Program is designed especially to meet the transitional needs of students with multiple learning disabilities in a university setting. The Program commits to educating the whole person, preparing young adults for independent living by integrating instruction in four areas: academics, career preparation, life skills and socialization.

The Program focuses on training that encompasses the cognitive aspect of the intellect. The instructional approach at PACE integrates both group and individual teaching across all areas of the students' lives. All faculty focus on instruction as a primary tool for promoting growth and learning. Drawing from the work of Professor Reuvan Fauerstein, instruction is based on the observation that students learn best when actively involved in the process, when teaching is linked directly to events and activities, goals and aspirations in their lives.

**Academics**

The academic program continues education in a formal classroom setting. This structure and atmosphere provide an opportunity to work closely with the students in a serious learning environment designed to both promote active thinking skills and to provide important content.

**Career Preparation**

The vocational training component of the program is designed to assist students in learning and practicing the discipline of good work habits. In addition, students learn the skills necessary to serve as professional assistants in a variety of fields including child care, human services, hospitality, food service, animal care, horticulture, general office and hospital work.

**Life Skills Instruction**

Money Management, Time Management, Organization and Personal Care are the four main areas of instruction in life skills. Life skills instructors work on a range of skills from basic to advanced through weekly individual and small group instruction that is reinforced by the student life staff.

**Socialization**

Preparing students for adult life includes appropriate social skills. Living in the University residence hall and interacting with peers gives students experience in building friendships and relationships. Working as interns provides additional opportunities for social interactions with co-workers and supervisors. In class, students learn the theory of relationships and the skills involved in becoming socially competent. Participation in planned activities strengthens and encourages this competency.

NCE undergraduate and graduate students are welcome to observe and volunteer at PACE as part of the clinical experiences required for certain courses.

**Academic Programs**

**Curriculum and Instruction Program**

The graduate program in Curriculum and Instruction offers concentrations to support teachers and preK-12+ educational professionals to design, implement, and evaluate the processes of curriculum and instruction. Students may customize their own personalized sequence of 20 semester hours from graduate courses throughout the College or may develop a concentration in one content area. Through course work, practicum experiences, and interactions with peers and faculty, students gain expertise in understanding key content area concepts, in designing and evaluating curriculum, in making sound instructional decisions that accommodate diverse learner needs, in clarifying and reflecting on the relationship between assumptions and practices, and in engaging in inquiry to integrate theory and practice. Graduates of the program are prepared to apply their understanding and skills in their own professional practice as well as to assume an active role in advocating for productive change in the broader educational community.

	<b>Semester Hours</b>		
	M.Ed.	M.S.Ed.*	C.A.S.
<b>Curriculum and Instruction Core Course Requirements</b>			
ESR505 Educational Inquiry and Assessment	3	*	0
EPS541 Cognition and Instruction	2	*	0
CIC503 Curriculum Design and Evaluation	3	3	3
CIC504 Instructional Decision Making	3	3	3
CIC592 Seminar: Educational Inquiries	3	3	3
<b>Total C&amp;I Core Courses</b>	<b>14</b>	<b>23</b>	<b>9</b>
*see pages 132-134 for these requirements			
<b>Concentrations</b>	<b>20</b>	<b>13</b>	<b>21</b>
<b>Total Minimum Hours</b>	<b>34</b>	<b>36</b>	<b>30</b>

Students may select from among the following concentrations:

- ESL/Bilingual Education      School Nurse
- Mathematics Education      Science Education
- Personalized Option      Social Studies Education
- Health Education      Teaching for Conceptual Integration

Additional information regarding the Curriculum and Instruction program and each of these concentrations is available at [www3.nl.edu/academics/nce/programs/curricinst/index.cfm](http://www3.nl.edu/academics/nce/programs/curricinst/index.cfm).

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## C&I: ESL/Bilingual Education Concentration<sup>1</sup>

The coursework of the ESL/Bilingual Education Concentration addresses needs of teachers interested in working with students who are non-native English speakers. Focus is on theories of language acquisition, strategies that promote cultural understanding, and teaching practices that meet the needs of English Language Learners. This concentration meets the State of Illinois requirements of approval-endorsement to work in a Bilingual Education, English as a Second Language, or Dual Instructional Program. Additional information regarding this concentration is available at [www3.nl.edu/academics/nce/programs/curricinst/BILINGUAL-ESL.cfm](http://www3.nl.edu/academics/nce/programs/curricinst/BILINGUAL-ESL.cfm).

### Approval/Endorsement Requirements include:

#### Approval for English As A Second Language:\*

CIL500	Foundations in Language Minority Education	3
CIL505	Methods and Materials for Teachers of English to Speakers of Other Languages (TESOL)	3
CIL510	Assessment of Language Minority Students	3
CIL531	Cross Cultural Education	3
CIL501	Introduction to Linguistics for TESOL (Teachers of English to Speakers of Other Languages) <b>OR</b>	3
RLR512	Bilingualism and Reading: Linguistic Considerations	3
	Elective from approved ESL/ Bilingual Electives	3

\*Approval requirements includes 18 SH which may be used toward completion of the degree requirement.

#### Approval for Bilingual Education:\*

CIL500	Foundations in Language Minority Education	3
CIL505	Methods and Materials for Teachers of English to Speakers of Other Languages (TESOL)	3
CIL506	Methods and Materials for Teaching Bilingual Students	3
CIL510	Assessment of Language Minority Students	3
CIL531	Cross Cultural Education	3
	Elective from approved ESL/ Bilingual Electives	3

\*Approval requirements includes 18 SH which may be used toward completion of the degree requirement.

### Approved ESL/Bilingual Electives

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CIC583	Peer Coaching for Teachers of Language Minority Students	2-4
CIC585	Cooperative Learning for Linguistically and Culturally Diverse Students	3
CIL532	Technology Applications for Linguistically and Culturally Diverse Students	3
CIS591	Field Study/Social Science/Mexico	2
RLR512	Bilingualism and Reading	3
SPE570	Assessment and Intervention for Language Minority Students with Disabilities	3

For a **double approval**, ESL and Bilingual Education students need to take CIL500, CIL501 or RLR512, CIL505, CIL506, CIL510, CIL531. To teach in a bilingual setting, students must pass the State of Illinois Language Proficiency Exam.

The state approval/endorsements for ESL and Bilingual Education also require a valid Illinois teaching certificate as well as 100 clock hours of clinical experience or three months' teaching experience with limited English proficient (LEP) students for those intending to teaching in Kindergarten-grade 12.

NCE oversees the 100 clock hour process. As an option, 20 clinical/clock hours may be earned in each ESL/Bilingual Education course.

To obtain an **endorsement** in ESL and/or Bilingual Education to teach at the middle school level, an endorsement in middle school is required in addition to the approval requirements indicated above. Middle school endorsement coursework includes MLE500 (Middle School: An Overview) and MLE502 Middle School Curriculum.

### Degree Requirements:

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on pages 132-134.

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## C&I: Health Education Concentration

The Health Education sequence is designed to prepare health educators to take their knowledge of health, health education, and teaching skills into their professional practice, weaving together methods, concepts, and processes from a multitude of diverse subject areas and translating theory into practice. The coursework is applicable toward fulfilling requirements for the State of Illinois endorsement for Secondary Teachers of Health Education; it does not provide an individual with a teaching certificate. The endorsement option is applicable only to teachers certified in Secondary Education. Please consult with the Health Education Coordinator regarding endorsement and/or degree options.

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<sup>1</sup> Please note name change throughout catalog from Language Minority Education to ESL / Bilingual Education

142 **Degree Requirements include:**

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on pages 132-134.

Concentration Coursework:

CIW507	Theories and Concepts in Health Education	3
CIW518	Community Health	2
CIW510	Curriculum Development and Evaluation in Health Education	3
CIW508	School Health Education	3
CIW526	Disease Prevention and Control	2
CIW505	Sexuality Education	3
CIW516	Environmental Health	2
CIW525	Nutrition and Dietary Patterns	2
CIW517	Drug Education	2
CIW515	Consumer Health	2
CIW509	First Aid, Safety, and Injury Prevention	2
CIW519	Mental Health	2
	Approved Electives	9

**Endorsement Requirements include** 24 SH in the field containing:

CIW507	Theories and Concepts in Health Education	3
CIW518	Community Health	2
CIW510	Curriculum Development and Evaluation in Health	3
CIW508	School Health Education	3

At least 10 SH additional health education content distributed as follows:

- one course in Human Sexuality **OR** Sex Education
- one course in Drug/Chemical Use and Abuse
- two courses chosen from: Mental/Emotional Health, Environmental Health, Disease Prevention and Control, Nutrition and Dietary Patterns, Consumer Health, Safety and Injury Control, Personal Health Practices.

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### C&I: Mathematics Education Concentration

This concentration is based on a constructivist approach to learning rooted in the philosophy of mathematics teaching and learning expressed by the National Council of Teachers of Mathematics. It is intended for certified teachers in grades 3 through 8, who may choose to complete the State of Illinois middle level mathematics endorsement requirements. Emphasis is placed on building conceptual understanding by solving problems, reasoning mathematically, communicating mathematical ideas, and making connections among ideas and to real-world situations. Additional information regarding this concentration is available at [www3.nl.edu/academics/nce/programs/curricinst/MATH.cfm](http://www3.nl.edu/academics/nce/programs/curricinst/MATH.cfm).

**Degree Requirements include:**

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on pages 132-134.

Concentration Coursework:

MHE501	Topics in Mathematics for Teachers: Number Concepts and Operations in the Elementary and Middle School Mathematics Curriculum	3
MHE502	Topics in Mathematics for Teachers: Algebra	3
MHE510	Topics in Mathematics for Teachers: Geometry	3
MHE511	Topics in Mathematics for Teachers: Number Theory	3
MHE512	Topics in Mathematics for Teachers: Statistics and Probability	3
MHE485	Advanced Methods for Teaching Middle School Mathematics*	3
	Electives	2-3

\*The concentration coursework is appropriate for teachers interested in obtaining the State of Illinois middle school mathematics endorsement. Those not seeking the endorsement meet with an adviser to make an appropriate substitution for this course. In addition to the courses listed above, the following courses are required for endorsement.

MLE500	Middle School: An Overview	3
MLE502	Middle School Curriculum	3

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### C&I: Personalized Option Concentration

The Personalized Option concentration provides the unique opportunity to customize one's degree program according to personal and professional goals, choosing electives from courses in any area of graduate education, as approved by an academic adviser. Electives may be focused in one area or mixed and matched among education and/or content specific courses.

Additional information regarding this concentration is available at [www3.nl.edu/academics/nce/programs/curricinst/personalizedoptions.cfm](http://www3.nl.edu/academics/nce/programs/curricinst/personalizedoptions.cfm)

**Degree Requirements include:**

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on pages 132-134.

Concentration Coursework:

Electives in any area of graduate education as approved by an academic adviser

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## C&I: School Nurse Concentration

The School Nurse Concentration, approved by the Illinois State Board of Education to prepare registered nurses for the School Service Personnel Certificate Type 73 with school nurse endorsement, presents an exciting opportunity for registered nurses to practice in a dynamic specialty. School nurses utilize professional skills to promote health, prevent disease, and solve the health problems of the young people of our nation.

Detailed information is available at [www3.nl.edu/academics/nce/programs/curricinst/schoolnurse.cfm](http://www3.nl.edu/academics/nce/programs/curricinst/schoolnurse.cfm)

### Certification Requirements:

- A Bachelor's Degree
- An Illinois license as a Registered Professional Nurse
- 30 semester hours or 45 quarter hours undergraduate or graduate coursework in: Public Health Nursing, History and/or Philosophy of Education, Educational Psychology Human Growth and Development, Community Health Problems, Sociology, Exceptional Child, and Electives: Nutrition, School Administration, Curricula Design, Communicative Skills, Guidance and Counseling, Diversified Occupations, Social Case Work, Health Education, Health Careers, Mental Health, Child or Adolescent Psychology

National College of Education graduate coursework which meets the State of Illinois requirements for School Nurse Type 73 certificate (as listed above) include:

CIN508*	Community Health: Nursing Practice Theory & Contemporary Problems	3
CIN560	Issues in School Nursing	2
CIN590**	School Nurse Internship	4
EPS500B	Human Development with a Focus on Elementary and Middle Childhood	2
EPS510	Theories of Teaching and Learning	2
EPS541	Cognition and Instruction	2
FND504	History and Philosophy of Education	2
SPE500	Introduction to Exceptional Children and Adolescents	3

\*Meets requirements of the Illinois State Board of Education for "Introduction to Public Health Nursing" and/or "Introduction to Community Health Problems."

\*\*This ten-week, four semester hour internship in school nursing is supervised by a certified, experienced school nurse; CIN560 is taken with the internship.

Candidates must complete certification requirements within a six year period.

### Degree Requirements:

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on pages 132-134.

### Concentration Coursework:

CIN508, CIN560, CIN590, as described above under the School Nurse Certification requirements.

Any courses taken at the graduate level to meet the School Nurse Certification requirements described above may be used as electives in the School Nurse Concentration. Additional electives may be selected with approval of an adviser.

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## C&I: Science Education Concentration

The Science Education Concentration is designed for certified teachers and other educators who are seeking further enrichment, expertise, and confidence in their science content understanding, new learning experiences to fuel their enthusiasm and passion for science and science teaching, and unique opportunities to experiment with, refine, and reflect upon new methodologies and practices to engage children in learning science. This concentration is ideal for those interested in enhancing their science teaching and learning skills, strengthening their knowledge of scientific content, deepening their understanding of science as a discipline of inquiry, expanding their palette of valuable resources, preparing for leadership positions in the field of science education, and realizing their professional vision of exemplary practice. Additional information regarding this concentration is available at [www3.nl.edu/academics/nce/programs/curricinst/SCIENCE.cfm](http://www3.nl.edu/academics/nce/programs/curricinst/SCIENCE.cfm)

### Degree Requirements include:

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on pages 132-134.

### Concentration Coursework:

SCE512	Biological Sciences for Teachers	2
SCE510	Physics for Teachers	2
SCE511	Earth Science for Teachers	2
SCE520	Applied Chemistry for Teachers	2
SCE521	Astronomy for Teachers	2
SCE525	Learning Science Using Informal Sites	2
SCE504	Teaching for Conceptual Development In Science	3
SCE594	Independent Study	2
SCE593	Seminar in Science Education	3

This coursework is appropriate for teachers interested in obtaining the State of Illinois middle school science endorsement; additional endorsement coursework may be required.

### C&I: Social Studies Concentration

Students consult with their academic adviser to select courses in Social Studies Education.

**Degree Requirements include:**

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on pages 132-134.

Concentration Coursework:

Electives as approved by an academic adviser.

### C&I: Teaching for Conceptual Integration Concentration

This unique concentration focuses on how student learning can be enhanced when a teacher uses instructional methods to help students integrate concepts and processes from several subject areas of the curriculum. Intended for teachers who teach multiple subjects to the same group of students in grades K-6, the program helps teachers: examine curricular activities and units that exemplify the power of integrating concepts and processes across subject areas; explore the creation of such activities and units; become knowledgeable about principles of designing and modifying curricular materials to promote conceptual integration for all students; develop understanding of and competence in instructional methods that foster conceptual integration; and develop conceptual understanding of Reading/Language Arts, Social Studies, Mathematics, and Science by deliberately integrating them two at a time.

Detailed information is available at [www3.nl.edu/academics/nce/programs/curricinst/TCL.cfm](http://www3.nl.edu/academics/nce/programs/curricinst/TCL.cfm)

**Degree Requirements include:**

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on pages 132-134.

Concentration Coursework:

CIT501	Teaching for Conceptual Integration in Reading, Language Arts and Mathematics	3
CIT502	Teaching for Conceptual Integration in Science and Social Studies	3
CIT503	Teaching for Conceptual Integration in Reading, Language Arts and Social Studies	3
CIT504	Teaching for Conceptual Integration in Mathematics and Science	3
CIT505	Teaching for Conceptual Integration in Reading, Language Arts and Science	3
CIT506	Teaching for Conceptual Integration in Mathematics and Social Studies	3
	Approved electives	2-3

### Early Childhood Education

National College of Education offers interdisciplinary programs in Early Childhood Education designed to prepare students for a variety of roles working with children and their families. Several different degree program options are available to meet the needs of students with diverse educational backgrounds, interests, and career aspirations. Students may select between two strands, Early Childhood Teacher Education or Early Childhood Leadership.

The primary mission of the Early Childhood Department is to provide educational experiences that prepare individuals to become early childhood professionals who support and improve the quality of programs and services for young children, their families, and the community in which they live. The department is also committed to advancing the research and knowledge base of the early childhood field, improving the professional status of early childhood practitioners, increasing the public's awareness of important early childhood issues, and promoting exemplary early childhood practices.

#### Early Childhood Teacher Education Programs (M.A.T., M. Ed., C.A.S.)

The Early Childhood Teacher Education programs provide comprehensive courses of study in core child development knowledge, classroom practices, and foundational philosophies of teaching and learning for typical and atypical children from birth to age eight. Students may select between two program options: Early Childhood Teacher Certification (M.A.T. or C.A.S.) or Curriculum and Instruction Specialist (M.Ed.) The Master of Arts in Teaching (M.A.T.) and Certificate of Advanced Study (C.A.S.) graduate programs lead to initial State of Illinois Type 04 certification. Students who choose the Curriculum and Instruction Specialist programs (M.Ed.) typically seek a graduate program that will enhance competence and deepen their understanding of the practice of early childhood education, within an already existing teaching career.

The goal of the Early Childhood Teacher Education programs is to provide future and current early childhood teachers and caregivers with a learning environment that promotes the development of exemplary early childhood classroom practices. Through reflective practice and study of current research perspectives on teaching and learning, students grow in understanding of child development, curriculum development and implementation, family and community relationships, modification of practice for atypical children, social and cultural diversity, assessment, evaluation, professionalism, and ethics.

The Master of Arts in Teaching (M.A.T.) is designed for students who have a baccalaureate degree and seek certification. The Certificate of Advanced Study (C.A.S.) is designed for students who hold a master's degree and seek certification. The Master of Education (M.Ed.) is designed for students who have a baccalaureate degree and do not seek certification, or who wish to add Early Childhood Certification to an existing certification.

**Early Childhood Certification (M.A.T./C.A.S.)**

The Master of Arts in Teaching (M.A.T.) leads to early childhood certification by entitlement. This entitlement program is an approved program of the State of Illinois Board of Education for students seeking an Early Childhood Type 04 Certificate. The M.A.T. degree provides students with a comprehensive background for working with younger children, birth through eight years of age, in a variety of settings.

Students seeking their first certification enroll in the Master of Arts in Teaching (M.A.T.) degree program. Enrollees in this program must complete 100 hours of pre-clinical experiences in pre-primary and primary settings. Most of these hours will be distributed among professional courses.

The Certificate of Advanced Study (C.A.S.) may be selected by the professional who has a master's degree and who wishes to obtain an Early Childhood Type 04 Certificate. The 100 pre-clinical hours are also required for this program.

**Early Childhood Curriculum and Instruction (M. Ed.)**

The Master of Education is an advanced noncertification program designed for those students who hold state certification and want to expand their skills and knowledge. This option is also designed for early childhood professionals who wish to increase their level of understanding of the practice of early childhood education within an existing career. Students who already hold a teaching certificate and wish to add Type 04 certification should choose these options. Electives allow students to select courses from other departments and to build competencies in working with children with special needs or in other areas of specialization.

**Early Childhood Certification (M.A.T.)**

(For those who hold no previous teaching certificate)

	<b>Semester Hours</b>
<b>Core Course Requirements</b>	<b>12</b>
EPS500A* Human Development with a Focus on Early Childhood	3
EPS510 Theories of Teaching and Learning	2
ESR506 Graduate Research: Interpretive/Critical	2
ESR507 Graduate Research: Empirical/Quantitative	2
FND503* Historical and Philosophical Foundations of Early Childhood Education	3
<b>Program Requirements</b>	<b>28</b>
ECE501* Instructional Methods/Primary/Language Arts, Social Studies	2
ECE502* Early Childhood Preclinical Experiences	1
ECE505* Instructional Methods/Pre-primary/Language Arts, Art, Music, and Movement	2
ECE506* Instructional Methods/Pre-primary/Mathematics, Science, Social Studies	2

ECE510*	Child, Family and Community	3	145
ECE530	Children's Play	2	
ECE590*	Student Teaching in Early Childhood Education	5	
ECE593*	Seminar: Early Childhood Education	2	
MHE482*	Methods for Teaching Primary Grade Mathematics and Science	2	
RLR501*	Methods and Materials for Teaching Beginning Reading	2	
SPE500*	Introduction to Exceptional Children and Adolescents/Special Education	3	
SPE510*	Speech and Language Development in Early Childhood/Special Education	2-3	
<b>Total Minimum Hours</b>		<b>40</b>	

\*Professional courses needed for Type 04 (birth - age 8) certificate. Individuals must also meet general education requirements.

**Early Childhood Certification (C.A.S.)**

<b>Program Requirements</b>	<b>Semester Hours</b>
<b>34</b>	
ECE501* Early Childhood Instructional Methods/Primary/Language Arts, Social Studies	2
ECE502* Early Childhood Preclinical Experiences	1
ECE505* Instructional Methods/Pre-primary/Language Arts, Art, Music, and Movement	2
ECE506* Instructional Methods/Pre-primary/Mathematics, Science, Social Studies	2
ECE510* Child, Family and Community	3
ECE530 Children's Play	2
ECE590* Student Teaching in Early Childhood Education	5
ECE593* Seminar: Early Childhood Education	2
EPS500A* Human Development with a Focus on Early Childhood	3
FND503* Historical and Philosophical Foundations of Early Childhood Education	3
MHE482* Methods for Teaching Primary Grade Mathematics and Science	2
RLR501* Methods and Materials for Teaching Beginning Reading	2
SPE500* Introduction to Exceptional Children and Adolescents/Special Education	3
SPE510* Speech and Language Development in Early Childhood/Special Education	2-3
<b>Total Minimum Hours</b>	<b>34</b>

\*Professional courses needed for Type 04 (birth - age 8) certificate. Individuals must also meet general education requirements.



**Early Childhood Curriculum and Instruction  
(M.Ed.)**

		<b>Semester Hours</b>
<b>Core Course Requirements</b>		<b>11</b>
M.Ed. Core Courses		
EPS510	Theories of Teaching and Learning	2
ESR506	Graduate Research: Interpretive/Critical	2
ESR507	Graduate Research: Empirical/Quantitative	2
FND503	Historical and Philosophical Foundations of Early Childhood Education	3
FND505	Perspectives on Contemporary Issues in Education	2
		<b>Semester Hours</b>
<b>Program Requirements</b>		<b>12</b>
ECE510	Child, Family and Community	3
ECE 512	Early Childhood Curriculum	2
ECE530	Children's Play	2
ECE593	Seminar: Early Childhood Education	2
EPS500A	Human Development with a Focus on Early Childhood	3
<b>Four semester hours from the following</b>		<b>4</b>
ECE500	Early Childhood Instructional Methods/Kindergarten	2
ECE501	Instructional Methods/Primary/Language Arts, Social Studies	2
ECE505	Instructional Methods/Pre-primary/Language Arts, Art, Music, and Movement	2
ECE506	Instructional Methods/Pre-primary/Mathematics, Science, Social Studies	2
MHE482	Methods for Teaching Primary Grade Mathematics and Science	2
RLR501	Methods and Materials for Teaching Beginning Reading	2
	Electives	7
(Electives will be chosen by the student with approval of the student's adviser.)		
<b>Total Minimum Hours</b>		<b>34</b>

**Early Childhood Education Student Teaching Policies**

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

1. Students must be accepted into the graduate program of National College of Education
2. Students must file, by the designated deadlines, a formal application for student teaching, using the forms provided.
3. Students must submit to their adviser a report of a TB test taken within 90 days of the student teaching placement and results of criminal background check.
4. Students must turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program.
5. Students must complete all of their certification courses except for ECE590 (Student Teaching).
6. Students must pass the State of Illinois Certification Basic Skills Exam (prior to admission) and must pass the Early Childhood Content Area Exam prior to placement for student teaching.
7. All methods courses must be passed with a grade no lower than a B.
8. College work in residence at National-Louis University must precede enrollment in student teaching.
9. Students must give evidence of emotional stability, adequate personality adjustment and competency as indicated by their pre-clinical journal and certification course work.

**Early Childhood Leadership Programs  
(M.Ed. and C.A.S.)**

Two graduate leadership degree programs are available in the Early Childhood Department: Early Childhood Leadership and Advocacy (M.Ed.) and Early Childhood Administration (M.Ed. and C.A.S.). The programs are designed specifically for adults who are employed full-time while pursuing graduate studies. National-Louis University is authorized by the Illinois Director Credential Commission to recommend the Illinois Director Credential (IDC) by entitlement. Students admitted into the Early Childhood Leadership and Advocacy Program or the Early Childhood Administration Program will have the opportunity to work toward attainment of the Level III Credential while fulfilling the requirements for their graduate degree.

**Early Childhood Leadership and Advocacy (M.Ed.)**

The Early Childhood Leadership and Advocacy program provides a comprehensive study of theoretical and practical issues involved in establishing, administering, and improving programs that serve children and families. The program is field-based, with classes meeting once a week for seminar-like instruction. During 77 four-hour sessions covering 90 weeks, an intact student-group examines topics that affect ECE such as

patterns of leadership behavior, the dynamics of group interactions, strategies for staff management, fiscal policy, regulations, social policy, professional ethics, resources that support diverse family units, and assessment. Also, a work-related topic of interest is researched. This degree does not lead to certification, but 4 of its 11 courses satisfy teacher certification requirements.

An integral goal is for individuals – preschool or primary grade teachers (regular, resource, and special education), child care center directors, Head Start coordinators, dietitians, pediatric nurses, social service workers, family counselors, early childhood professional organization/agency staff, and service providers allied with young children and families – to build leadership competencies in the work environment, integrating theory with on-the-job practice. Relevant work environments include preschools, kindergartens, primary grade classrooms, child care centers, allied health settings, and family service agencies, which serve as laboratories for professional growth and inquiry that are based on the coursework and instructional activities.

### Early Childhood Administration (M.Ed. and C.A.S.)

The Early Childhood Administration program provides comprehensive study of the management and leadership skills needed to effectively administer an early childhood program. The target audience is current directors and assistant directors of center-based early childhood programs. However, the content of individual courses and workshops may interest others in the field who hold related supervisory or managerial positions such as preschool owners, Head Start component coordinators, state-funded prekindergarten coordinators, and consultants who work with early childhood programs. This degree does not lead to certification.

The curriculum rests on the assumption that effective administrators are also effective educators. Directors need a solid knowledge base in the areas of child development, curriculum, guidance, family systems, assessment, social and cultural diversity, and professional ethics. The program provides both a review and a higher level understanding of many of these core concepts. The management courses cover key competency areas of program administration including: legal and fiscal issues; staff supervision and human relations; program operations and facilities management; marketing and public relations; program evaluation; leadership and advocacy; and technology.

The program is highly flexible. Students have a choice of several electives from which to select and may complete the degree requirements on a full-time or part-time basis. Classes are available on campus as well as online. The ECA Online Cohort option is the ideal choice for individuals living outside the Chicago Metropolitan area who may not have access to high-quality management training. This two-year, total-package, high-tech/high-touch program includes books, materials, housing, and food for 21 days of residential coursework at National-Louis University's Wheeling campus. All other courses in the sequence are taken online.

### Leadership and Advocacy (M.Ed.) 147

**Semester Hours 34**

#### Term I

ECE525F	Strategies for Supervision and Staff Development	3
EPS500F	Contemporary Survey of Child Development	3
EPS526F	Organizational Theory, Group Dynamics and Leadership Applications	3
FND503F	Historical and Philosophical Foundations of Early Childhood Education	3

#### Term II

ECE513F	Organization and Administration of Early Childhood Programs	3
ESR512F	Educational Research I: Design	3
ECE510F	Child, Family, and Community	3
ECE512F	Early Childhood Curriculum	3

#### Term III

ECE524F	Fundamentals of Public Relations and Grantsmanship	3
ESR513F	Educational Research II: Application	2
ECE514F	Social Policies and Advocacy in Early Childhood Education	3

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### Early Childhood Administration (M.Ed. /C.A.S.)

**Core Requirements 12 SH**

ESR506*	Graduate Research: Interpretive/Critical	2
ESR507*	Graduate Research: Empirical/Quantitative	2
FND505**	Contemporary Issues in Education	2
FND503	Historical & Philosophical Foundations of Early Childhood Education	3
EPS500A	Human Development with a Focus on Early Childhood	3

**Program Requirements 16 SH**

ECE510	Child, Family, and Community	3
ECE512	Early Childhood Curriculum	2
ECE525	Strategies for Supervision and Staff Development	3
EPS526	Organizational Theory, Group Dynamics, & Leadership Applications	3
ECE515	Financial and Legal Aspects of Child Care Management	3
ECE593	Seminar/Early Childhood Education	2

6 SH of electives in consultation with adviser:

148 **Courses**

ECE532	Advocating for Children with Special Needs	2
ECE534	Technology in Child Care Administration I	2
ECE535	Technology in Child Care Administration II	2
ECE536	The Director as Child Care Advocate	2
ECE538	Individual and Organizational Perspectives on Adult Development	2
ECE540	Grantwriting and Fundraising for Early Childhood Programs	1-2
ECE542	Public Relations and Marketing of Early Childhood Programs	1-2
ECE544	Early Childhood Environments: Design & Facilities Management	1-2
ECE545	Strategies for Effective Coaching and Mentoring	2
ECE546	Presentation Skills for Early Childhood Leaders	2
<b>Workshops</b>		
ECE582C	Early Childhood Program Evaluation	2
ECE582D	The Administration of School-Age Child Care Programs	2
ECE582E	Implementing a Family-Responsive Program	2-3
ECE582F	The New Director	2-3
ECE582G	Writing and Editing for Effective Communication	1
ECE582H	The Art of Leadership: A World View	2
ECE582I	Leadership Connections	2
ECE582J	The Administration of Infant/Toddler Programs	2
ECE585R	The Reggio Emilia Approach	1-3
<b>Electives</b>		<b>6SH</b>
<b>Total</b>		<b>34SH</b>

\* C.A.S. students who have a master's degree in education may waive these two courses.

\*\* C.A.S. students will take FND546 Perspectives on and Administration of Educational Policies instead of FND505

**Early Childhood Administration (M.Ed./C.A.S.)  
Online Cohort**

<b>Term I</b>	(includes a six-day Convening residency)	
ECE525	Strategies for Supervision and Staff Development	3
EPS526	Organizational Theory, Group Dynamics, & Leadership Applications	3
ECE534	Technology in Child Care Administration	2

<b>Term II</b>		
EPS500A	Human Development with a Focus on Early Childhood	3
FND503	Historical & Philosophical Foundations of Early Childhood Education	3
<b>Term III</b>	(includes a six-day Connecting residency)	
ECE510	Child, Family, and Community	3
ECE512	Early Childhood Curriculum	2
ECE544	Early Childhood Environments: Design & Facilities Management	1
<b>Term IV</b>		
ECE515	Financial and Legal Aspects of Child Care Management	3
ECE542	Public Relations and Marketing of Early Childhood Programs	2
<b>Term V</b>		
ESR506*	Graduate Research: Interpretive/Critical	2
ESR507*	Graduate Research: Empirical/Quantitative	2
ECE540	Grantwriting and Fundraising for Early Childhood Programs	1
<b>Term VI</b>	(includes a six-day Culminating residency)	
ECE593	Seminar/Early Childhood Education	2
FND505**	Contemporary Issues in Education	2
<b>Total</b>		<b>34SH</b>

\* C.A.S. students who have a master's degree in education may waive these two courses.

\*\* C.A.S. students will take FND546 Perspectives on and Administration of Educational Policies instead of FND505

**Educational Leadership Administration and Supervision Program (M.Ed. and C.A.S.)**

The program in administration and supervision is designed to prepare fully certified and experienced teachers for educational administration and supervision. This sequence of courses qualifies the student for the State of Illinois general administrative and general supervisory certifications (Type 75).

Students electing the administration and supervision program must be admitted to the Master of Education degree or Certificate of Advanced Study program. The Master of Education degree in Administration and Supervision requires a minimum of 36 semester hours. The Certificate of Advanced Study program requires a minimum of 36 semester hours. Additional hours may be required for students with deficiencies or upon recommendation of the student's adviser.

Those students concentrating in special education who take courses to qualify for the Director of Special Education Certificate must obtain the general administrative certification. The program should be cooperatively arranged by the student's special education adviser and the adviser in the Educational Leadership department.

	<b>Semester Hours</b>	
	M.Ed.	C.A.S.
<b>Program Requirements</b>	<b>36</b>	<b>36</b>
EDL501 Educational Finance	3	
EDL502 Educational Law and Governance	3	
EDL504 School and Community Relations	3	
EDL506 Collective Negotiations and Personnel Administration	3	
EDL510 Administration and Organizational Development of Schools	3	
EDL512 Communication Skills for School Leaders	3	
EDL546 Perspectives and Administration of Educational Policy	3	
EDL551 System and Staff Development	3	
EDL552 Administration of Curriculum	3	
EDL553 Supervising Instruction	3	
EDL554 System and Staff Evaluation	3	
ESR508 Research for School Leaders	3	
<b>Total Minimum Hours</b>	<b>36</b>	<b>36</b>

### State of Illinois Certification Requirements

The general administrative certification is required for the position of assistant principal or principal, assistant or associate superintendent, and related or similar positions. Although the sequences were developed in consultation with the Illinois State Board of Education and in reference to certification requirements, prospective students are encouraged to discuss programs leading to certification with a member of the graduate faculty. Individuals seeking general administrative certification in Illinois must have two years teaching or school personnel experience. In the State of Wisconsin this sequence of courses qualified the student for the endorsement of the Type 51 license (K-12 principalship) and the endorsement of the Type 10 license (Director of Instruction). By taking one additional course (SPE561 Supervision of Programs for Exceptional Children and Adolescents) the student also qualified for the endorsement of the Type 80 license (Director of Pupil Services/Special Education). The State of Wisconsin requires three years school personnel or teaching experience to gain the Type 51, Type 10 or Type 80 licensure. In order for National College of Education to approve a program for certification, a minimum of six courses within one of the certification programs must be taken on a resident campus.

### General Administrative Endorsement

<b>Instructional Leadership</b>	<b>12 SH</b>
EDL551 System and Staff Development	3
EDL552 Administration of Curriculum	3
EDL553 Supervising Instruction	3
EDL554 System and Staff Evaluation	3
<b>Management of Public Schools</b>	<b>12 SH</b>
EDL501 Educational Finance	3
EDL502 Educational Law and Governance	3
EDL506 Collective Negotiations and Personnel Administration	3
EDL512 Communication Skills for School Leaders	3
<b>Schools and Public Policy</b>	<b>4-6 SH</b>
EDL504 School-Community Relations	3
EDL510 Administration and Organizational Development of Schools	3

### Educational Specialist Degree with Superintendent Endorsement

The Educational Specialist Degree in Administration and Supervision is designed to prepare individuals to serve in executive school leadership roles in the areas of administration, supervision, and curriculum. Tomorrow's school leaders must blend the art, science, and craft dimensions of administration to be truly successful instructional leaders. By combining course work and internship experiences, the program integrates theory, research, and practice into a cohesive course of study for educational leaders.

### Entrance Requirements

Requirements for admission into the Educational Specialist degree program with Superintendent Endorsement are:

1. Two years of successful school supervisory or administrative experience, as documented in a statement from someone under contract as an administrator in the applicant's school district.
2. Graduate Record Examination scores taken within the prior five years. (General Aptitude Section)
3. Four letters of recommendation from individuals who confirm the candidate's potential as a central office administrator.
4. Official undergraduate and graduate transcripts.

## 150 Program Requirements 30 SH

EDL601	School Financial Management	3
EDL602	Leadership and Management Strategies	3
EDL603	Educational Planning and Decision-Making	3
EDL604	Administrative Issues for Pluralistic Schools	3
EDL620	School Leadership: Policies and Politics	3
EDL690	Educational Leadership Internship	6
EDL693	Educational Leadership Seminar	3
EDL622	Curriculum Planning Organization and Evaluation	3
EDL624	Professional Development and School Change	3

### Internship

The Educational Leadership Specialist internship is designed for selected individuals whose education and experience allow them to develop professionally through the application of theory and research to administrative practice. Interns are placed in cooperating public school systems to test and refine the wide range of personal and professional competencies associated with effectiveness in district level administrative positions.

The intern's responsibilities are defined by the cooperating district, the intern, and the program adviser. Participative and collaborative processes guide the intern's interactions within the entire school community. The intern experience is concerned with planning, policy development, decision-making and resource allocation, program evaluation and improvements, community relations, staff relations, and board relations including the politics of governance and operations.

The internship is an ongoing activity taken during/upon completion of all course requirements for the Educational Leadership Specialist Degree. The internship is offered under three different options giving the intern an opportunity to select the option that best fits the intern's personal and professional needs. A minimum of 800 clock hours of service in the cooperating district is required under each option. The options are:

- A. A full-time internship for one academic year with a stipend paid by the cooperating district. This is the preferred option of the Educational Leadership Department.
- B. A part-time internship for one year with one half of the intern's time reserved for personal and professional commitments and the other half reserved for service in the cooperating district, which provides a partial stipend.
- C. An extended internship spanning two academic years. This option obligates the intern to work at times that minimize conflicts with personal and professional commitments but allow completion of special administrative projects assigned by the cooperating district.

## Time Limit and Retention Policies

The Educational Specialist degree must be completed within a six-year time limit. Students receiving two C's or lower in any of the program courses are dropped from the program. The student's adviser is responsible for monitoring academic progress.

### Exit Requirements

1. Satisfactory completion of course work necessary to meet the Educational Leadership Department's requirements for the Type 75 General Administrative and General Supervisory Certificate.
2. Satisfactory completion of all required and elective courses in the Educational Specialist program.
3. Satisfactory completion of the internship.

## Educational Psychology

The Educational Psychology programs are designed to help students integrate theory, research and practice in psychology and education. The programs focus on better understanding the nature of individuals' learning and the conditions and contexts that maximize learning and development. Students take course work designed to examine psychological theories and research and engage in experiences that bridge theory, research and practice in learning environments.

The Educational Psychology programs offer course work leading to the Master of Education degree (M.Ed.), the Master of Science in Education degree (M.S.Ed.), the Educational Specialist degree (Ed.S.), and the Doctor of Education degree (Ed.D.). The Educational Psychology programs also offer studies in school psychology and sponsor a program for practicing school psychologists and educators leading toward the Certificate of Advanced Study (C.A.S.).

### Educational Psychology/Human Learning and Development (M.Ed. and M.S.Ed.)

The M.Ed. and the M.S.Ed. programs in Educational Psychology/Human Learning and Development are applicable for practicing teachers interested in advanced graduate studies in psychology for the purpose of applying knowledge from psychology to their classroom practices. The program core provides students the opportunity to critically examine theory and research in human learning and development, and explore the interrelationship among theory, research and practice as it applies to classroom teaching and learning. Beyond the core requirements, students take electives designed to meet their own learning goals.

**Entrance Requirements**

Students must submit the following:

1. Completed application
2. Scores from the Miller Analogies Test or the Graduate Record Examination taken within the last five years
3. Three letters of recommendation (one must be from an academic)
4. Official undergraduate and graduate transcripts

Applications are received and reviewed on an on-going basis.

**Retention Policies**

Please see this catalog (page 150) for provisions regarding retention policies for M.Ed. and M.S.Ed. students.

**Program Requirements**

	<b>Semester Hours</b>	
	M.Ed.	M.S.Ed.
<b>Core Course Requirements</b>	<b>12</b>	<b>18</b>

**M.Ed. Core Courses**

EPS500B	Human Development with a Focus on Elementary and Middle Childhood	2
EPS541	Cognition and Instruction	2
ESR506	Graduate Research: Interpretive/Critical	2
ESR507	Graduate Research: Empirical/Quantitative	2
FND504	History and Philosophy of Education	2
FND505	Perspectives on Contemporary Issues	2

**M.S.Ed. Core Courses**

EPS500B	Human Development with a Focus on Elementary and Middle Childhood	2
EPS541	Cognition and Instruction	2
ESR506	Graduate Research: Interpretive/Critical	2
ESR507	Graduate Research: Empirical/Quantitative	2
FND505	Perspectives on Contemporary Issues	2
ESR503	Research Design and Analysis	2
EPS599	Thesis	4
FND504	History and Philosophy of Education	2

**Educational Psychology/  
Human Learning and Development Program Courses**

EPS503	Neuropsychology of Behavior and Learning	2
EPS517	Theory and Research in Social Psychology and Personality	3
EPS530	Measurement and Assessment in Educational Psychology	3
EPS539	Cognitive-Behavioral Interventions in Schools	2
EPS542	Observational Techniques for Teachers	2
EPS521	Theory and Application of Group Dynamics	3
EPD647	Advanced Human Development	3

**Electives**

M.Ed. students 4

**Total Minimum Hours**

M.Ed. 34  
M.S.Ed. 36

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**School Psychology Certification Program**

The professional training program in school psychology subscribes to the scientist-practitioner model and prepares individuals to engage in a broad range of activities as psychologists in schools and other educational settings.

Students may enroll in the school psychology certification program at the pre-doctoral or the doctoral level. At the pre-doctoral level, students need to complete the M.Ed. or M.S.Ed. in Educational Psychology and the Ed.S. degree in School Psychology. Students interested in obtaining the doctoral degree may apply to the doctoral program upon completion of the master's degree. (Please also see information about the Educational Psychology Doctoral Program/School Psychology Option on page 170 of the catalog.) Students in both the pre-doctoral and the doctoral levels must apply to the School Psychology certification program and complete all School Psychology certification requirements to be eligible for the state of Illinois School Psychology certification.

Individuals who have completed a B.A. or B.S. degree in psychology, education, or a related field apply first to the School Psychology program and to the M.Ed. or M.S.Ed. degree in Educational Psychology. Please see Entrance Requirements below for information about applying to the School Psychology program at both the master's and educational specialist level. Upon completion of the master's requirements, students submit an application to the Ed.S. degree. Students may enroll in Ed.S. level courses only after admission to the Ed.S. degree.

Individuals who apply to the School Psychology program after having completed a master's degree in education, psychology or a related field do not need to complete another master's degree. They apply directly to the Ed.S. degree. However, individuals who did not complete their master's level studies at our School Psychology program will still need to take all courses required for School Psychology certification. The School Psychology program coordinator evaluates their transcripts and may approve prior course work as meeting the School Psychology program's requirements if they are equivalent in content and if they have been taken within ten years of admission. Exception to this may be granted if the individual has taken courses more than ten years prior to admission, but has maintained his or her knowledge in the content area through on-going work. Undergraduate level courses will not be accepted as meeting the School Psychology program requirement.

152 All students must complete a research thesis as part of the School Psychology certification program. Students who completed a research thesis in other programs or institutions may submit it to the program for review. A prior thesis will be accepted if it meets the School Psychology certification program’s thesis requirements.

After admission to the School Psychology certification program, students meet with their adviser to complete the School Psychology Certification Requirements form and the Graduate Study Plan. Both the School Psychology Certification Requirements form, and the Graduate Study Plan must be signed by the student, the student’s adviser, and the coordinator of the school psychology program. Waivers and substitutions for required School Psychology certification program courses must be approved by the coordinator of the School Psychology program. Students work closely with their advisers in planning their program to assure that it meets both degree and School Psychology certification requirements.

**Entrance Requirements**

Applicants to the School Psychology certification program need to submit the following application materials:

1. Completed application and non-refundable application fee.
2. Scores from the General Aptitude Section of the Graduate Record Examination (GRE) taken within the last five years
3. Letters of recommendation
4. Official undergraduate and graduate transcripts

Admission files will not be reviewed until they are complete. Completed admission files are reviewed by faculty on an ongoing basis.

**Residency Policies**

Students may attend the School Psychology certification program on a full- or part-time basis. A full-time course of study in School Psychology consists of two years (including summers) of course work and practica, and one academic-year-long, full-time internship. Students enrolling in part-time studies complete their course work in three to four years prior to undertaking a full-year, full-time internship. All students work closely with their advisers to design an approved course sequence in accordance with guidelines provided in the School Psychology handbook.

**Retention Policies**

Students who receive two or more “C” or lower grades will be dropped from the program. Students may appeal such decisions to the Graduate Admission and Retention Council.

**School Psychology Certification Requirements**

**Psychological Foundations 15 SH**

EPS500B	Human Development with a Focus on Elementary and Middle School Aged Children	2
EPS503	Neuropsychology of Behavior and Learning	2
EPS507	Abnormal Psychology	3
EPS517	Theory and Research in Social Psychology and Personality	3
EPS541	Cognition and Instruction	2
EPD647	Advanced Human Development	3

**Educational Foundations 7-8 SH**

FND504	History and Philosophy of Education	2
FND505	Perspectives on Contemporary Issues in Education	2
SPE500	Introduction to Exceptional Children and Adolescents	3
	Methods Course	2-3

**Interventions/Problem-Solving 19 SH**

EPS520	Theories and Practices of Guidance and Counseling	3
EPS530	Diagnostic Testing/Individual Educational Assessment	3
EPS531	Assessment of Personality I	3
EPS532	Assessment of Cognitive Abilities	3
EPS535	Assessment of Infants and Preschool Children/School Psychology	3
EPS539	Cognitive-Behavioral Intervention in Schools	2
EPS561	Theory and Practice of School-Based Consultation	2-3

**Statistics and Research Methodologies 8 SH**

ESR506	Graduate Research: Interpretive/Critical	2
ESR507	Graduate Research: Empirical/Quantitative	2
EPS599	Thesis in Educational Psychology	4

**Professional School Psychology, Practica, and Internship 19 SH**

EPS540	Introductory Seminar in School Psychology	2
EPS593	Legal and Professional Issues in School Psychology	2
EPS562A,B,C	Practicum in School Psychology I: Reflective Observation of School Practices (1 SH each)	3
EPS562D,E,F	Practicum in School Psychology II: Integrating Clinical Services (2 SH each)	6
EPS590*	Internship in School Psychology	6

**\* Internship**

Each student must complete the equivalent of one academic-year-long, full-time internship in an approved site as a school psychologist. This may be completed as one year of full-time activity or two consecutive years of half-time activity. The intern is supervised by an approved on-site supervisor and a faculty member from the School Psychology program.

The internship occurs at the completion of the program sequence as the culminating experience. The intern, in conjunction with the on-site supervisor and the university faculty supervisor, writes the internship plan outlining the internship experience.

**M.Ed. Course Requirements for Students in the School Psychology Program 34SH**

FND504	History and Philosophy of Education	2
FND505	Perspectives on Contemporary Issues	2
ESR506	Graduate Research: Interpretive/Critical	2
ESR507	Graduate Research: Empirical/Quantitative	2
EPS500B	Human Development with a focus on Elementary and Middle Childhood	2
EPS503	Neuropsychology of Behavior and Learning	2
EPS507	Abnormal Psychology	3
EPS517	Theory and Research in Social Psychology and Personality	3
EPS530	Diagnostic Testing/Individual Education Assessment	3
EPS532	Assessment of Cognitive Abilities	3
EPS535	Assessment of Infant and Preschool Children	3
EPS539	Cognitive-Behavioral Interventions in Schools	2
EPS540	Introductory Seminar in School Psychology	2
EPS541	Cognition and Instruction	2
EPS562A,B,C,	Practicum in School Psychology I: Reflective Observations of School Practices (1 each)	3

**Ed.S. Degree Requirements 34-35SH**

SPE500	Introduction to Exceptional Children and Adolescents	3
EPD647	Advanced Human Development	3
EPS520	Theories and Practices of Guidance and Counseling	3
EPS531	Assessment of Personality I	3
EPS561	Theory and Practice of School-Based Consultation	2
EPS562D,E,F	Practicum in School Psychology II: Integrating Clinical Services (2 SH each)	6
EPS593	Legal and Professional Issues in School Psychology	2
EPS599	Thesis in Educational Psychology	4
	Methods course	2-3
EPS590*	Internship in School Psychology	6

\*Internship: Please see the School Psychology Certification Program section above for a description of the Internship.

**Certificate of Advanced Study in Educational Psychology (C.A.S.)**

The Certificate of Advanced Study (C.A.S.) is designed for those students who already possess a graduate degree in Educational Psychology and who are interested in engaging in continued graduate study that will add a new career dimension to their current professional competencies. Examples might include course work in neuropsychology, counseling psychology, or advanced intervention techniques. Students seeking admission to the C.A.S. program must follow the steps in the admission procedures of the Graduate School discussed in another section of the catalog. Applications for the C.A.S. degree will be reviewed at the same time periods as the M.S.Ed. and the Ed.S. degrees.

**Doctor of Education in Educational Psychology (Ed.D.)**

Please see page 170 for a description of the doctoral program in Educational Psychology.

**Elementary Education (M.A.T.)**

The Master of Arts in Teaching degree in Elementary Education is designed for students with baccalaureate degrees who desire the Illinois Initial Elementary (K-9) teaching certificate. This is considered a basic program, with emphasis on entrance requirements to the profession. Advanced specialization in a subject area may be achieved within the elective hours. Professional study is combined with practical classroom experience. The focus of the program is on the preparation of prospective teachers who will provide learning opportunities for children, with concern for them as human beings and for their unique learning styles. The course work and degree requirements must be met within a six year period.

After having transcripts reviewed for general education requirements, students must meet with a program adviser within thirty days after admission to the graduate school in order to plan their degree program. Any general education deficiencies must be made up prior to taking corresponding methods course work in the M.A.T. program. Students cannot student teaching with remaining general education deficiencies.

**PLEASE NOTE:** The current Elementary Education M.A.T. Program is undergoing review. Please consult an M.A.T. adviser for program changes.



154	<b>Traditional M.A.T. Course Requirements</b>	<b>40SH</b>
ESR506	Graduate Research: Interpretive/Critical	2
ESR507	Graduate Research: Empirical/Qualitative	2
EPS500B*	Human Development: Elementary and Middle Aged Children	2
EPS510*	Theories of Teaching and Learning	2
FND504*	History and Philosophy of Education	2
ELE580*	Elementary Education: Practicum I	2
SPE500*	Introduction to Exceptional Children and Adolescents	3
RLR500	Survey of Reading Methods and Materials	2
RLL480B	Methods for Teaching Language Arts	2
ELE581	Elementary Education: Practicum II	2
MHE480B**	Methods for Teaching Elementary School Mathematics	2
SCE480B	Methods for Teaching Elementary School Science	2
CIS480B	Methods for Teaching Social Studies	2
ELE590	Student Teaching	6
	Electives (adviser approved)	7

\*Only nine hours may be taken before admission to National College of Education's Graduate School. For initial course selection, choose from these courses.

\*\* Students may not register for MHE 480B until completing six semester hours of mathematics. This includes a two semester hour general education requirement and a four semester hour course prerequisite.

Electives are selected with adviser assistance to either develop breadth or specialization of professional expertise. Students must have adviser approval prior to enrollment. Due to the relatively limited number of elective hours, a MAXIMUM of four semester hours of workshop credits is allowed.

**Clinical Experiences**

The State of Illinois requires 100 hours of preclinical experience before student teaching. Elementary Education M.A.T. students begin their preclinical experiences in schools with at least a 30 hour block of participation completed as part of the ELE 580 Practicum I course. This experience is arranged with the assistance of the Practicum I instructor. An additional 15 hour preclinical experience is completed in conjunction with SPE 500 Introduction to Exceptional Children and Adolescents.

Another 40-50 hours of preclinical experience is completed with the ELE 581 Practicum II course requirement. During this more advanced practicum experience and the formal student teaching term, students are mentored during visits from a University Supervisor. Each student's growth as a teacher is encouraged and documented throughout the program through the development of clinical competencies and a Professional Portfolio.

Both the Practicum II and Student Teaching experiences are arranged by the University and require application two terms prior to the start of each experience.

**Criminal Background Checks**

School districts around the State of Illinois are required by law to conduct criminal background checks for all employees and persons working in schools. National College of Education requires that all pre-service students have a name-based criminal background check done as part of the applications for clinical experiences. For information on how to request a name-based background check, please contact the Illinois State Police at (815) 740-5160. Once students receive the criminal background check from the State, they must submit a copy of it with their application for both Practicum II and Student teaching. The background check is good for one year.

**TB (Mantoux) Test:**

Official results of a TB (Mantoux) Test must be on file with the Clinical Placement Office of the National College of Education prior to both Practicum II and Student Teaching. TB (Mantoux) Test results are valid for a one year period. One test will cover both experiences given that they fall within a one year time frame. A second test will be required ONLY IF the two experiences span more than one year's time.

**M.A.T. Student Teaching Policies**

See the M.A.T. Student Teaching Handbook at: [www2.nl.edu/elem.ed](http://www2.nl.edu/elem.ed).

**M.A.T Program Policies**

See the M.A.T. Program Handbook at: [www2.nl.edu/elem.ed](http://www2.nl.edu/elem.ed).

**Additional M.A.T Program Offerings**

In addition to the Traditional M.A.T. Program in Elementary Education, the Elementary Education Department offers out-of-state and alternative certification programs. These program offerings are listed below. If you are interested in any of these programs, please consult an adviser in the M.A.T program. You will be put in touch with the appropriate program coordinator overseeing these special initiatives.

**M.A.T. Program in Elementary Education - Wisconsin 40SH**

ESR506	Graduate Research: Interpretive/Critical	2
ESR507	Graduate Research: Empirical/Qualitative	2
EPS500B	Human Development: Elementary and Middle Aged Children	2
EPS510	Theories of Teaching and Learning	2

FND504	History and Philosophy of Education	2
ELE580	Elementary Education: Practicum I	2
SPE500	Introduction to Exceptional Children and Adolescents	3
RLR500	Survey of Reading Methods and Materials	2
RLL480B	Methods for Teaching Language Arts	2
ELE581	Elementary Education: Practicum II	2
MHE480B	Methods for Teaching Elementary School Mathematics	2
SCE480B	Methods for Teaching Elementary School Science	2
CIS480B	Methods for Teaching Social Studies	2
ELE590	Student Teaching	6
ELE591	Extended Student Teaching	3
TIE500	Introduction to Technology	2
ELE583E	Workshop/Contemporary Indian Issues	1
ELE583F	Workshop/Environmental Education	1

\*PLEASE NOTE: The M.A.T. Program in Elementary Education – Wisconsin leads to Elementary Teacher Certification in the State of Wisconsin in addition to a Master of Arts in Teaching (M.A.T.) Degree. This program meets the State of Wisconsin's requirements for Elementary teacher certification.

**Alternative Route to Certification (ARC) for Bilingual Teachers 34SH**

**Core Course Requirements 10SH**

ESR506	Graduate Research: Interpretive/Critical	2
ESR507	Graduate Research: Empirical/Qualitative	2
EPS500B	Human Development: Elementary and Middle Aged Children	2
EPS510	Theories of Teaching and Learning	2
FND504	History and Philosophy of Education	2

**Program Requirements 24SH**

SPE500	Introduction to Exceptional Children and Adolescents	3
ELE540	Methods Across the Curriculum	4
RLL540	Methods and Materials for Teaching Reading and Language Arts	3
ELE593	Elementary Education: Seminar for ARC Internship	6
	Electives (Must be approved by adviser)	8

PLEASE NOTE: This program leads to teacher certification in Illinois in addition to a Master of Arts in Teaching (M.A.T.) Degree. This program is designed for Type 29 Bilingual Teachers seeking a Type 03 Elementary Education Certificate.

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## Interdisciplinary Studies in Curriculum and Instruction (M.Ed.)

Interdisciplinary Studies in Curriculum and Instruction offers an M.Ed. field-based program. This alternative approach to graduate study addresses educational needs that may not be adequately met through traditional programs. The program is especially designed for highly motivated, experienced K-12 teachers who seek professional growth as classroom practitioners, rather than seeking new certification or specialization. This program does not lead to certification. The program offers an integrated, innovative course of study with four main strands: curriculum and instruction, foundations, human development, and research. Classes are held at convenient locations and meet for four hours one night weekly over approximately a two-year period to complete the 26 semester hours of core course requirements, thus allowing professional educators to earn a master's degree without interrupting their careers. In addition, six semester hours of approved electives need to be completed.

Field-based classes in the M.Ed. program are formed whenever approximately 15 students have formally applied for admission to graduate study and have fulfilled the graduate school admission requirements. The students forming a class are selected from applicants who work or live within a designated geographical area. Students, in conjunction with staff, determine the time and place of class meetings. Once this decision is made, students are guaranteed that all courses will meet and that the program can be completed on schedule.

Every element of this program is designed to connect theory and practice. The program components provide an integrated experience of academic study, classroom application, reflective thinking, classroom research and professional development. Successful completion of the program, which leads to a Master of Education (M.Ed.) degree, requires that students:

- Maintain at least a “B” average in the program course work.
- Apply course content toward systematic reflection and innovation in their own classrooms.
- Prepare a written report regarding the outcomes of a classroom research project.

**Program Requirements 26 SH**

<b>Term I</b>		<b>9 SH</b>
CIC528	Curriculum and Instruction I: Theories, Foundations, And Contexts	3
EPS527	Group Theory and Classroom Applications	3
ESR510	Action Research I: Purposes, Assumptions, and Practice	3

156	<b>Term II</b>		<b>9 SH</b>
	FND509	Educational Foundations	3
	EPS528	Human Development and Learning	3
	ESR511	Action Research II: Contextualizing and Analyzing	3
	<b>Term III</b>		<b>8 SH</b>
	CIL531	Cross-Cultural Educational	3
	CIC529	Curriculum and Instruction II: Analysis and Application	3
	ESR591	Action Research III: Interpreting and Sharing	2

In addition to the nine required courses (26 semester hours), students must also complete six semester hours of electives approved by their adviser. Students can take these 6 elective hours within the program, with CIC591 (Field Study/Curriculum and Instruction) and/or CIC594 (Independent Study/Curriculum and Instruction).

	<b>SH</b>
Program Core Courses	26
Electives	6

**IDS on-line**

Interdisciplinary Studies in Curriculum and Instruction (IDS) is offering an on-line version of the M.Ed. field-based program. For over 20 years, the IDS field-based program has "gone to where the teachers are." With the expansion of Internet use, the IDS faculty has recently developed a way for their highly interactive program to go into the homes of those teachers who want the flexibility of on-line learning. The new IDS on-line M.Ed. program is essentially the same program as experienced in the field-based, face-to-face version, except it is entirely on-line. Like the IDS field-based program, the IDS online program is designed for highly motivated, experienced, K-12 teachers who seek professional growth as classroom practitioners, rather than new certification or specialization. This program does not lead to certification.

The on-line program is taught through a cohort model. The online process is highly interactive and develops a real sense of professional community within the cohort. The online program also supports an emergent curriculum that depends upon the experiences of the students in the cohort, the teachers. The experiences of the students determine the issues and challenges to be worked on in that cohort's unique version of the program. The unique feature of this IDS on-line delivery system is that it is flexible and adaptable to individual students and to individual cohorts and their instructors. As in the field-based program, cohort instructors and teachers develop their own themes, readings, processes, resources, and activities from week to week rather than follow a pre-ordained syllabus.

The major difference in the IDS online program is that it is scheduled around the quarter system of National-Louis University. This means that cohort groups of about 15 students begin when a university quarter begins, in September, January, April, or June. The 32 semester hour program is designed to

cover seven quarters, with 11 courses and no electives. Once the decision on the start of a cohort group is made, students are guaranteed that all courses will meet and that the program can be completed on schedule.

Like the field-based program, every element of the IDS on-line program is designed to connect theory and practice. The program components provide an integrated experience of academic study, classroom application, reflective thinking, classroom research, and professional development. Successful completion of the program, which leads to a Master of Education (M.Ed.) degree, requires that students:

- maintain at least a "B" average in the program course work
- apply course content toward systematic reflection and innovation in their classrooms,
- prepare a report describing the processes and lessons learned from a classroom research project.

**Program Requirements for the IDS Program 32 SH**

CIC528	Curriculum and Instruction I: Theories, Foundations, and Contexts	3
EPS527	Group Theory and Classroom Applications	3
ESR510	Action Research I: Purposes, Assumptions, and Practice	3
FND509	Educational Foundations	3
EPS528	Human Development and Learning	3
ESR511	Action Research II: Contextualizing and Analyzing	3
CIC591	Field Study /Curriculum and Instruction	3
CIC 529	Curriculum and Instruction II: Analysis and Application	3
CIL 531	Cross-Cultural Education	3
ESR 591	Action Research III: Interpreting and Sharing	2
CIC 594	Independent Study /Curriculum and Instruction	3

All but one of the above courses is taken over two of the seven quarters to integrate the coursework. Courses are taken in the following order:

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**Leadership in Curriculum and Teaching (Ed.S.)**

The Educational Specialist program, Leadership in Curriculum and Teaching, builds upon master's degree programs in curriculum and instruction (and related areas) to address leadership by classroom teachers in curriculum and teaching. Teachers play a decisive role in all aspects of school life and their leadership, both formal and informal, is crucial to the success of every innovation, reform, or change in schools. This Ed.S. program is designed to help classroom teachers assume a variety of collegial leadership responsibilities in schools and districts. These teacher leaders do not become school administrators, nor end their roles as classroom teachers.

Rather, they provide leadership and expertise as professional educators to their colleagues, schools, and communities in areas of program, curriculum, and staff development in both general areas of curriculum and teaching as well as traditional content fields. In the program, they examine various approaches for making the schooling experiences of students more meaningful, experiential, holistic, reflective, and collaborative. The program leads to an Educational Specialist degree (Ed.S.) but carries no certification or endorsement. Rather, it leads to increased personal involvement in issues and programs in the schools.

The program emphasizes teachers working collaboratively with colleagues. Therefore, most of the program's course work takes place in an intensive, reflective experience with the same group of about 15 colleagues over two years. Opportunities, experiences, issues, and problems of teacher leadership are the substance of group discussion under the guidance of a team of instructors from National-Louis University. To enhance the continuity and clarity of ideas and experiences, the course work is deliberately integrated during three program terms of about eight months each. Six core courses, two per term, along with required internships, define the heart of the Ed.S. program. Through internships the teacher-leaders undertake leadership roles for various tasks and activities in the schools and districts. Ed.S. students are assisted in designing internships each term that are integrated into their course work.

Ed.S. students are also required to complete a limited number of elective (post-masters) courses that enrich their backgrounds. Electives are individual courses that do not necessarily coincide with the course work of the Ed.S. group in the terms of the program.

**Program Requirements 33 SH**

**Term I**

EPS525	Group Dynamics and Leadership Applications	3
IDS560	Integrated Curriculum I: Philosophical and Theoretical Foundations	3
IDS590	Internship	1-4

**Term II**

IDS561	Integrated Curriculum II: Practical and Political Aspects of Implementation	3
IDS590	Internship	1-4
ILD601	Culture of the School and Classroom	3

**Term III**

IDS590	Internship	1-4
ILD605	Instructional Implications of Staff Development	3
ILD604	Curriculum Evaluation	3

A total of nine semester hours of Internship (IDS590) must be successfully completed. Students may register for varying numbers of credits for each term's internship, according to the schedule of their professional obligations and opportunities.

In addition to the six required core courses (18 semester hours) and three internships (9 semester hours), students must also complete six semester hours of electives, approved by their adviser.

	SH
Program Core Courses	18
Internship	9
Electives	6

**Middle Level Education (M.Ed. and C.A.S.)**

The Middle Level Education Programs are designed for teachers who want to obtain a Masters Degree or a Certificate of Advance Study with a specialty in middle level education. The underlying goal of the program is to focus on the unique developmental characteristics of all young adolescents by creating a community of adults whose common and shared purpose is to provide educational success for all young adolescents as they prepare for productive adult lives.

Working with an NLU middle level faculty team, small intact groups of students move through the program together. Members of the faculty team work closely with middle school educational leaders, community agencies, young adolescents, and middle level specialists.

Students who have taken the two NLU Middle Level Endorsement classes MLE500 and MLE502 will not have to repeat these courses. However, they will be required to attend at least four seminar classes with their cohort in the first term and complete 6 SH of approved electives.

**Semester Hours**

	M.Ed.	C.A.S.
<b>Core Course Requirements (see pages 132-134)</b>	<b>10</b>	<b>3</b>

**Program Requirements**

MLE506	Middle Level Coherent Curriculum I	3
MLE508	Middle Level Coherent Curriculum 2	3
MLE516	Integrative Arts in Middle Level Curriculum	2
MLE510	Issues of Equity and Cultural Diversity in Middle Level Education	3
MLE512	Teaching Media/Technology/Popular and Cultural Literacy for Middle Level Students	3
MLE514	Connecting Middle Level Students with Families and Communities III	3
RLR516	Literacy Development in the Middle School	3
EPS524	Advocacy Skills for the Middle School Teacher	2

In addition to the above Program Requirements, CAS students will take:

RLL528	Multicultural Literature <b>OR</b>	
RLL522	Adolescent Literature	2

Total Minimum Hours	35	30
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## Reading and Language

Three programs fall under the Reading and Language umbrella: one each in reading, language and literacy, and a doctoral program in reading and language. These programs combine research, theory, and practice to give teachers, supervisors, administrators, and other professionals an understanding of literacy acquisition, development, and instruction.

### Reading Program (M.Ed., M.S. Ed., C.A.S.)

The Reading Program is designed for educators interested in developing their teaching or in qualifying as reading teachers or specialists. The program meets the guidelines of the International Reading Association, NCATE and the State of Illinois guidelines for the preparation of reading teachers and reading specialists. The sequence of courses provides an in-depth understanding of the research, theory, and practice related to the reading process and reading instruction. Courses deal with the nature of reading and its development and then relate that foundation to instructional approaches, assessment, and instruction for divergent readers and staff development in the schools. Application of learning is ensured in practicum, classroom, and school-based experiences.

### State Endorsement and Certification in Reading

#### • State Guidelines

The reading sequence fulfills the state of Illinois guidelines for the preparation of reading teachers and specialists by meeting all requirements of state standards for reading teachers and reading specialists.

Endorsement is available only to holders of state standard elementary, secondary certificates, preschool-3, or special certificates, and may require course work in other areas.

#### • Type 10 Standard Special Certification

Students who complete the full 36-hour program may apply for Special Type 10 certification in Reading through institutional entitlement. The 36-hour program supplies all the Reading Specialist course requirements for certification by entitlement. Graduates may apply if they: hold valid, regular, state of Illinois elementary, secondary certification, special or pre-k-3 with constitution test passed; meet state general and professional education requirements; pass the appropriate state tests; have two years of contracted teaching experience; and have the appropriate practicum.

Students are responsible for keeping abreast of all information and changes contained in published standards and are encouraged to request the booklet Minimum Requirements for State Certificates from Illinois State Board of Education, 100 First St., Springfield, IL 62777-0001, from the appropriate regional office or website, [www.ISBE.NET](http://www.ISBE.NET).

	Semester Hours		
	M.Ed.	M.S.Ed.	C.A.S.
<b>Core Course Requirements</b>	<b>10</b>	<b>14</b>	<b>3</b>
<b>Program Requirements‡</b>	<b>26</b>	<b>23</b>	<b>26</b>
RLL520†	Survey of Literature for Children and Adolescents <b>OR</b>		2
RLL528	Multicultural Literature (K-12)		2
RLR501	Methods and Materials for Teaching Beginning Reading		3
RLR502	Teaching Comprehension and Content Reading		3
RLR510	Diagnostic Techniques for the Reading Specialist		3
RLR511	Corrective Techniques for the Reading Specialist		3
RLW541	Teaching Writing		2
RLR518	Supervising the Reading Program		3
RLR592A, B	Practicum in Remedial Reading Instruction		2, 2
RLR593	Seminar in Reading Research (M.S.Ed. students complete a thesis in reading instead)		3
	Reading Electives (for CAS) to total 30 hours		
<b>Total Minimum Hours</b>	<b>36</b>	<b>37</b>	<b>32</b>

† or other appropriate literature course chosen with adviser approval.

‡ Students who receive more than one “C” grade in any courses may not continue in the program.

Courses needed to meet State of Illinois general and other professional education prerequisite requirements are not included.

### C.A.S. Options

Students interested in a C.A.S., not oriented toward certification, should so indicate at the time of making a study plan to be advised of appropriate program options.

## Reading Recovery™ Program

A Reading Recovery Teacher Leader training program is offered in at National-Louis University with the support of the Illinois State Board of Education. This program is open only to post-master’s applicants through special district-based arrangement with the Reading Recovery Program. 5 of the 9 Reading Recovery semester hours may be applied to a Master’s degree in Reading. All 9 semester hours may be applied to a CAS in Reading or Language and Literacy. All Reading Recovery students must have a complete application on file in the Office of Graduate Admission.

## Language and Literacy Program (M.Ed., M.S. Ed., C.A.S.)

The program in literacy is designed for classroom teachers interested in integrating language arts instruction. Such teachers, who are committed to teaching reading, writing, and language across the curriculum, will find the integrated emphasis both illuminating and directly applicable to the classroom. The focus in this program is on designing effective instructional strategies to develop literacy; for this, the oral base for learning to read and write is central. Students can choose 8 elective hours from any of the reading, writing, language arts, and literature courses. They can have specializations in Language and Literacy, Reading, Writing or Literature. They may also take courses from outside these areas with adviser approval.

	Semester Hours		
	M.Ed.	M.S.Ed.	C.A.S.
<b>Core Course Requirement</b>	<b>10</b>	<b>14</b>	<b>2</b>
<b>Program Requirements</b>	<b>24</b>	<b>24</b>	<b>24</b>
RLL520	Survey of Literature for Children and Adolescents <b>OR</b>		2
RLL528	Multicultural Literature		2
RLL532	Integrating the Language Arts in the Classroom		2
RLL533	Introduction to Linguistics		2
RLL593	Seminar in Literacy Studies		2
RRL501	Teaching Beginning Reading		3
RRL502	Teaching Comprehension and Content Reading		3
RLW541	Teaching Writing ( <b>OR</b> appropriate upper level writing course)		2
	Electives		8
<b>Total Minimum Hours</b>	<b>34</b>	<b>38</b>	<b>30</b>

An additional 4sh of electives to total 12sh of electives are required for the CAS degree. These electives are to be selected in consultation with student's adviser.

## Secondary Education (M.A.T.)

The Master of Arts in Teaching degree in Secondary Education is designed for interested students with a baccalaureate degree and discipline courses and experiences who desire an Illinois secondary education certificate. This program will train teachers who can not only teach a subject well, but can connect and interweave it with other fields of knowledge, in the context of real problems of concern to young people. Students will become capable educators who can work with colleagues to create experiences that invite young people to identify questions, gather information, construct meaning, create products, share their understandings, make decisions and take action based upon what they have learned. Successful graduates of this program will earn a master of arts in teaching (MAT) degree, and Illinois secondary education certification in one of the following disciplines:

- Biological Sciences
- English/Language Arts
- Mathematics
- Physical Sciences
- Social Studies/History
- Foreign Languages

The secondary education MAT program is organized as a student-centered, standards-driven, progressive experience. Small, intact groups of students work together in a cohort through the certification and masters program. These groups will be made up of prospective teachers of English, Science, History or Mathematics who will work together throughout most of the program. This ensures constant opportunities to think beyond subject boundaries to learn about the concerns and approaches of different fields, and to gain experience planning multi-disciplinary units and programs. Group membership will be based upon geography and/or students’ preferred schedule for completing the program.

### Admission Criteria:

1. Baccalaureate degree from a regionally Accredited Institution.
2. Written statement of academic and professional goals.
3. Millers Analogies Test or the General Aptitude section of the Graduate Record Exam.
4. Passing score on Illinois Basic Skills Test.
5. List of three references.
6. Broad based courses and experiences in a discipline.
7. Grade point average of 3.0.
8. Grade point average of 2.5 or better in area of certification.
9. Passing scores on in-house foreign language exam (for students with foreign language content area) and Illinois State subject written test.

160 **Program Requirements** 31 SH

Courses Required for Certification

SPE500	Introduction to Exceptional Children and Adolescents	3
FND504	History and Philosophy of Education	2
SEC502	Methods and Materials for Teaching at the Secondary Level	3
EPS500D	Human Development with a Focus on Adolescents (11-18)	2
SEC510	Teaching Biology in the Secondary School* <b>OR</b>	3
SEC512	Teaching English in the Secondary School* <b>OR</b>	3
SEC514	Teaching Mathematics in the Secondary School* <b>OR</b>	3
SEC516	Teaching Physical Science in the Secondary School* <b>OR</b>	3
SEC518	Teaching Social Studies in the Secondary School* <b>OR</b>	3
SEC522	Classical Language Methodology* <b>OR</b>	3
SEC524	Communicative Language Teaching in the Foreign Language Classroom	3
SEC590A	Student Teaching in the Secondary School/Biological Science <b>OR</b>	6**
SEC590B	Student Teaching in the Secondary School/English/Language Arts <b>OR</b>	6**
SEC590C	Student Teaching in the Secondary School/Mathematics <b>OR</b>	6**
SEC590D	Student Teaching in the Secondary School/Physical Science <b>OR</b>	6**
SEC590E	Student Teaching in the Secondary School/Social Science <b>OR</b>	6**
SEC590F	Student Teaching in the Secondary School/Foreign Language	6**

\* Students will choose ONLY ONE content area and enroll in the corresponding course with the appropriate course number.

\*\* Students may register for a maximum of 6sh each quarter.

Core Courses for MAT

ESR506	Graduate Research: Interpretive/Critical	2
ESR507	Graduate Research: Empirical/Quantitative	2
EPS510	Theories of Teaching and Learning	2

Electives for MAT (Choose One Area) 6

<u>Reading</u> †	<u>ESL</u> †	<u>Middle Level</u>	<u>Special Education</u>
RLR502	CIL500	MLE500	SPE507
<b>OR</b> RLR503	CIL505	MLE502	SPE527
RLR522*			<b>OR</b> SPE509
<b>OR</b> RLR528			

† Additional coursework will be needed to obtain an endorsement in this particular area.

\* See adviser for 1 SH course

Total Semester Hours 31

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## Special Education (M.A.T., M.Ed., C.A.S.) with a concentration in Learning Behavior Specialist I

	<b>Semester Hours</b>		
	M.A.T.	M.Ed.	C.A.S.
<b>Core Course Requirements</b>	<b>10</b>	<b>10</b>	<b>3</b>
<b>Requirements for LBS I</b>	<b>38</b>	<b>31</b>	<b>31</b>

(add 3 SH to M.Ed. and C.A.S if SPE500 has not been taken.)

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## Master of Arts in Teaching (M.A.T.) in Special Education with a concentration in Learning Behavior Specialist I (LBS I)

The M.A.T. program is designed specifically for individuals who do not have a teaching certificate.

Based on the ISBE Special Education Certification Structure and Content Area Standards and a multifaceted conceptual framework, this newly revised program is designed to facilitate the preparation for changing and increasingly complex professional roles in schools. You are qualified to teach in a variety of educational settings: an inclusive classroom as a co-teacher; a mainstreamed classroom as a collaborative-consultant; a resource room or self-contained classroom as a diagnostic teacher; and an alternative setting, such as a special public or private school.

The MAT program is designed specifically for individuals who have already earned an undergraduate degree in a field other than education and want to obtain a first teaching certificate in special education. Completion of this program results in a master's degree in Special Education. The state of Illinois has additional test requirements for certification.

The link between theory and practice marks the essence of graduate study at National-Louis University. Each of the 3 semester hour graduate courses for the masters degree have a clinical experience component of 15 clock hours. The clinical experience requirements are organized around the content of each course and represent a practical application of the material presented. In order to receive the MAT degree, students are required to fulfill the clinical experiences, Practicum I (requires a minimum of 30 clinical hours), and a full time student teaching in the public schools. For the MAT, student teaching can never be completed during the summer quarter.

### General Education Requirements

The University mandates specific general education requirements for a first teaching certificate. If you have not met these requirements in undergraduate study, they must be satisfied before you are eligible to apply for student teaching. National-Louis University provides opportunities for you to meet general education requirement deficiencies. When you are admitted to the MAT in Special Education program, your transcripts will be evaluated.

**Offering of Classes**

The majority of classes in the Special Education program are offered at National-Louis University's Evanston, Wheaton, and Wheeling campuses, with some courses offered at the Chicago and Elgin campuses. As a full-time student, you may complete the program requirements in as little as 2 years.

SPE507	Social/Emotional: Development, Teaching, and Support*	3	161
SPE527	Individual Curriculum and Instruction*	3	
SPE592C	Practicum/Teaching Children and Adolescents with Special Needs	5	

\* Each of these courses has a component of 15 clock hours of clinical experience.

\*\* This course requires a minimum 30 hours of clinical experience.

**Mandated Undergraduate General Education**

Requirements	Semester Hours
Communication Skills	2
Biological and Physical Sciences	2
Mathematics	2
Social Sciences	2
History	2
Global/Multicultural Perspectives	2
Literature	2
Arts	2
Philosophy	2

**Certification Requirements**

In order to be certified in special education, you must complete the general education requirements, the professional education coursework, and clinical experiences, plus pass the State of Illinois examinations in basic skills and LBS I.

**MAT in Special Education**

Core Course Requirements:	Semester Hours
EPS500B Human Development with a Focus on Elementary & Middle School Age Children	2
ESR506 Graduate Research: Interpretive/Critical	2
ESR507 Graduate Research: Empirical/Quantitative	2
FND504 History and Philosophy of Education	2
FND505 Perspectives on Contemporary Issues in Education	2

**Master of Education (M.Ed.) in Special Education with a concentration in Learning Behavior Specialist I (LBS I)**

Based on the ISBE Special Education Certification Structure and Content Area Standards and a multifaceted conceptual framework, this newly revised program is designed to facilitate the preparation for changing and increasingly complex professional roles in schools. You are qualified to teach in a variety of educational settings: an inclusive classroom as a co-teacher; a mainstreamed classroom as a collaborative-consultant; a resource room or self-contained classroom as a diagnostic teacher; and an alternative setting, such as a special public or private school.

The M.Ed. program is designed specifically for individuals who already have a teaching certificate. Completion of this program results in a master's degree in Special Education. The state of Illinois has additional test requirements for certification.

The link between theory and practice marks the essence of graduate study at National-Louis University. Each of the 3 semester hour graduate courses for the masters degree have a clinical experience component of 15 clock hours. The clinical experience requirements are organized around the content of each course and represent a practical application of the material presented. In order to receive the M.Ed. degree, students are required to fulfill a student teaching practicum in the public schools. Graduate students, in consultation with their faculty adviser, will choose one of the following options based on experiences, strengths, and needs: (1) collaborative student teaching practicum for full-time employed experienced teachers; (2) half-day student teaching practicum for less experienced teachers; (3) full-day student teaching practicum for those who have never taught on a certificate; and (4) summer student teaching practicum for less experienced and inexperienced teachers, and for some teachers who work full-time during the year (The summer option is limited.).

Professional Certification Requirements for Special Education LBS I Through Entitlement	Semester Hours
SPE500 Introduction to Exceptional Children and Adolescents*	3
SPE506 Frameworks and Perspectives in Special Education*	3
SPE572 Practicum I**	2
SPE545 Assistive Technology (Technology for Special Education)	2
SPE502 Language Development and Challenges in Children & Adolescents <b>OR</b>	2
SPE526 Best Practices in Word Finding: Academic Accommodations for Students with Expressive Language Difficulties	2
SPE503 Collaborative and Consultative Teaming and Teaching*	3
SPE508 Critical Literacy*	3
SPE501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents*	3
SPE509 Clinical Literacy*	3
SPE523 Diagnosis & Remediation of Mathematics Disabilities/Special Education*	3



162 **Offering of Classes**

The majority of classes in the Special Education program are offered at National-Louis University's Evanston, Wheaton, and Wheeling campuses, with some courses offered at the Chicago and Elgin campuses. As a full-time student, you may complete the program requirements in as little as 2 years.

**M.Ed. in Special Education**

<b>Core Course Requirements:</b>	<b>Semester Hours</b>
EPS500B Human Development with a Focus on Elementary & Middle School Age Children	2
ESR506 Graduate Research: Interpretive/Critical	2
ESR507 Graduate Research: Empirical/Quantitative	2
FND504 History & Philosophy of Education	2
FND505 Perspectives on Contemporary Issues in Education	2

**Professional Certification Requirements for Special Education LBS I Through Entitlement**

	<b>Semester Hours</b>
SPE506 Frameworks and Perspectives in Special Education*	3
SPE 500 Introduction to Exceptional Children and Adolescents*	3
SPE545 Assistive Technology (Technology for Special Education)	2
SPE502 Language Development and Challenges in Children & Adolescents <b>OR</b>	2
SPE526 Best Practices in Child Word Finding: Academic Accommodations for Students with Expressive Language Difficulties	2
SPE503 Collaborative and Consultative Teaming and Teaching*	3
SPE508 Critical Literacy*	3
SPE501 Educational and Diagnostic Assessment of Exceptional Children & Adolescents*	3
SPE509 Clinical Literacy*	3
SPE523 Diagnosis and Remediation of Mathematics Disabilities/Special Education*	3
SPE507 Social/Emotional: Development, Teaching, and Support*	3
SPE527 Individual Curriculum and Instruction*	3
SPE592 Practicum/Teaching Children and Adolescents with Special Needs	3

**Certification Requirements**

In order to be certified in special education, you must complete the general education requirements, the professional education coursework, and clinical experiences, plus pass the State of Illinois examinations in basic skills and LBS I.

**Certificate of Advanced Study (C.A.S.) in Special Education with a concentration in Learning Behavior Specialist I (LBS I)**

Based on the ISBE Special Education Certification Structure and Content Area Standards and a multifaceted conceptual framework, this newly revised program is designed to facilitate the preparation for changing and increasingly complex professional roles in schools. You are qualified to teach in a variety of educational settings: an inclusive classroom as a co-teacher; a mainstreamed classroom as a collaborative-consultant; a resource room or self-contained classroom as a diagnostic teacher; and an alternative setting, such as a special public or private school.

The Certificate of Advanced Study is an option for students who, having completed a master's degree in a specialized field, choose to engage in continued graduate study that will add a new dimension to their career in education. A minimum of 30 semester hours beyond the master's degree is required to complete the Advanced Study program. In some instances, depending upon the student's goals and objectives, additional course work may be required.

**C.A.S. in Special Education**

The C.A.S. program in Special Education is designed for individuals who have a master's degree and a teaching certificate in areas other than special education and want to engage in continued graduate study that will add a special education dimension to their general education expertise. Receiving a C.A.S. gives students 30 hours past the master's degree and could potentially provide opportunities for increased salary scales and options for leadership roles in teaching.

The link between theory and practice marks the essence of graduate study at National-Louis University. Each of the 3 semester hour courses for certification in special education has a clinical experience component of 15 clock hours. The clinical experience requirements are organized around the content of each course and represent a practical application of the material presented. These hours also fulfill the State of Illinois requirements for preclinical experiences.

In order to receive the C.A.S. degree, students are required to fulfill a student teaching practicum in the public schools. Graduate students, in consultation with their faculty adviser, will choose one of the following options based on experiences, strengths, and needs: (1) collaborative student teaching practicum for full-time employed experienced teachers; (2) half-day student teaching practicum for less experienced teachers; (3) full-day student teaching practicum for those who have never taught on a certificate; and (4) summer student teaching practicum for less experienced and inexperienced teachers, and for some teachers who work full-time during the year (The summer option is limited.).

**Offering of Classes**

The majority of classes in the Special Education program are offered at National-Louis University's Evanston, Wheaton, and Wheeling Campuses, with some courses offered at the Chicago and Elgin Campuses. As a full-time student, you may complete the program requirements in as little as 18 months. The majority of graduate courses are offered in the evenings and a select few on Saturdays. Daytime courses are available through cluster groups.

**C.A.S in Special Education**

**Core Course Requirements: Semester Hours**

FND546	Perspectives on and Administration of Educational Policies	3
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**Program Requirements:**

SPE506	Frameworks and Perspectives*	3
SPE500	Introduction to Exceptional Children and Adolescents*	3
SPE545	Assistive Technology (Technology for Special Education)	2
SPE502	Language Development and Challenges in Children & Adolescents <b>OR</b>	2
SPE526	Best Practices in Word Finding	2
SPE503	Collaborative and Consultative Teaming and Teaching*	3
SPE508	Critical Literacy*	3
SPE501	Educational & Diagnostic Assessment of Exceptional Children and Adolescents*	3
SPE509	Clinical Literacy*	3
SPE523	Diagnosis and Remediation in Mathematics Disabilities/Special Education*	3
SPE507	Social/Emotional: Development, Teaching, and Support	3
SPE527	Individualized Curriculum and Instruction*	3
SPE592C	Practicum/Teaching Children and Adolescents with Special Needs	3

**PLUS: Any general education deficiencies.**

**Certification Requirements:**

In order to be certified in special education, you must complete the general education requirements, the professional education course work and clinical experiences, and pass State of Illinois examinations in basic skills and LBS I.

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**Supervisory Endorsement Special Education**

Students who earn the Special Education Certificate are eligible for the supervisory endorsement on their Special Education Certificate by adding two courses and meeting other state requirements. The two courses are:

EDL510	Administration and Organization Development of Schools
SPE561	Administration and Supervision of Programs for Exceptional Children and Adolescents.

The other state requirements are:

1. Special Education Certificate in three areas to be supervised
2. Master's degree
3. At least two years of teaching experience in each area to be supervised
4. A minimum of eight semester hours of graduate professional education coursework which includes at least one course primarily and explicitly related to the supervision of personnel (see SPE 561 above), and one course primarily and explicitly related to the administration and organization of schools (see EDL 510 above).

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**Administrator Approval Special Education**

Individuals who earn the Type 75 Administrative Certificate are eligible for the Administrator Approval by meeting the following state requirements:

1. Proper Administrative Certificate (Type 75)
2. Master's degree
3. Required courses (30 semester hours distributed among these areas)
  - \* Survey of exceptional children: SPE500
  - \* Special methods course in three areas of exceptionality: SPE507, SPE509, SPE527, SPE523, SPE502, SPE542
  - \* Educational psychological diagnosis and remedial techniques: SPE501
  - \* Guidance and counseling: EPS520
  - \* Administration and Supervision of Programs for Exceptional Children and Adolescents: SPE561

Individuals should already have taken an administration and organization of schools course (EDL510) for their Type 75 Certificate. It is recommended that students add SPE560 while earning the administrator approval.

## Early Childhood Special Education

Students may earn an Early Childhood Special Education Approval on a Type 04 Early Childhood certificate or a Special Education certificate by having the following 4 courses required by the Illinois State Board of Education:

ECE512	Early Childhood Curriculum
EPS536	Diagnostic Evaluation of the Preschool Child
SPE500	Introduction to Exceptional Children and Adolescents
SPE510	Speech and Language Development in Early Childhood/Special Education

## Technology in Education

The graduate program in Technology in Education (TIE) prepares technology specialists who can effectively integrate technology across the curriculum as well as facilitate the effective use of technology by other educators. The TIE program received approval from the State of Illinois Board of Education to offer Technology Specialist Certification in April 2004. Designed for teachers, resource persons, and administrators at all grade levels (K-12), the sequence in Technology in Education offers a unique opportunity to develop comprehensive knowledge and experience in the educational applications of computers and related technology. The program is committed to providing access to technology so that hands-on experience is offered throughout. Graduates of the program will be qualified as technology resource persons for their schools or districts.

Specifically, the Technology in Education program will prepare P-12 technology specialists/facilitators who:

1. Use and model research-based best practice in the integration of technology in the curriculum.
2. Mentor and provide assistance to teachers in their planning for, implementation of, and assessment of student-centered engaged learning environments that make effective use of technology. Such student-centered learning environments will address diverse needs (cognitive, physical, social, and emotional) of students while meeting local, state, and national standards.
3. Practice collaborative inquiry as students and professionals, assessing, reflecting, and taking action to improve the use of technology in the learning environment and the infrastructure to support that use, promoting equitable access to current technologies, and addressing social and ethical issues surrounding the use of technology in schools.
4. Increase their roles as professionals in the area of educational technology through participation in professional associations and professional development activities in their school settings.

The Technology in Education program is available to students who wish to pursue the Master of Education or the Master of Science in Education. For teachers who have master's degrees, the Certificate of Advanced Study offers the Technology in Education program as an option. TIE courses may provide a specialization within the Curriculum and Instruction program or may be taken as electives in the Master of Arts in Teaching degree in Elementary Education. Technology in Education may also be an area of minor concentration within the Doctor of Education degree in Curriculum and Social Inquiry.

	M.Ed.	M.S.Ed.	C.A.S.
<b>Core Course Requirements</b>	<b>8</b>	<b>12</b>	<b>3</b>

### Core Course Requirements for M.Ed.

EPS541	Cognition and Instruction	2
ESR506	Graduate Research: Interpretive/Critical	2
ESR507	Graduate Research: Empirical/Quantitative	2
FND505	Contemporary Issues in Education	2

<b>Program Requirements</b>	<b>24</b>	<b>24</b>	<b>24</b>
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TIE532	Computer/Technology Systems and Related Peripherals in Instructional Settings	2
TIE533	Application Tools for Inquiry Learning	3
TIE536	Integrating Technology Across the Curriculum	3
TIE542	Learning Experiences on the Internet K-12	2
TIE544	Curriculum Applications of Hypermedia/Multimedia	3
TIE547	Creating Web-based Instructional Environments	3
TIE553	Digital Images and Video as Classroom Resources	1
TIE557	Understanding Networking in the Schools	3
TIE592	Portfolio Development Seminar	1
TIE593	Seminar Technology in Education	3

<b>Electives</b>	<b>2</b>	<b>0</b>	<b>3</b>
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TIE550	Desktop Publishing for the Classroom	1
TIE583	Wkshp/TIE/Contemporary Issues	1
TIE584	Wkshp/TIE/Curriculum Materials	1
TIE585	Wkshp/TIE/Instructional Practices	1
TIE594	Independent Study/Technology in Education	1-3
TIE595	Selected Topics/Technology in Education	1-5
SPE545	Assistive Technology	2

### Program Offerings for Non Majors

TIE510	Microcomputers for Information Management	2
TIE511	Applications Software in the Curriculum	2
TIE512	Problem Solving with Microcomputers	2

TIE535	Teaching with Technology Across the Curriculum			2
TIE546	Telecommunications in the Schools: Advanced Topics			2
TIE585C	Using Technology in Teaching Science			1
TIE585L	Using Technology in Teaching Mathematics			1
TIE585N	The World Wide Web as an Educational Resource			1
Total Minimum Hours		M.Ed.	M.S.Ed.	C.A.S.
		34	36	30

6. Exploring the implications of ideas from diverse individual, social, psychological, cultural, political, and historical perspectives
7. Interrogating multiple ways of knowing: raising epistemological and ontological questions
8. Building a capacity to consider and/or engage in social action in a variety of settings
9. Contributing to our knowledge/understanding in disciplinary fields
10. Developing habits of scholarship in a variety of areas: teaching, research, writing, publication, presentations, leadership in professional organizations, etc.

The above orientation to doctoral studies distinguishes our program locally and places it at the cutting-edge nationally. The conceptual framework is imbedded into each of the four doctoral programs, which further develop the above conceptual framework in accordance to the specific disciplinary perspective

## Doctor of Education (Ed.D.)

The National College of Education offers doctoral programs in five main areas:

- Curriculum and Social Inquiry
- Disability and Equity in Education
- Educational Leadership
- Educational Psychology
  - School Psychology Concentration
  - Human Learning and Development Concentration
- Reading and Language

These doctoral programs have been built on a tradition of excellence in teacher education stretching over 100 years. Through advanced studies, the programs extend National-Louis and it's National College of Education's tradition of providing quality education for educational practitioners, academic scholars, and researchers.

### Doctoral Program Philosophy and Conceptual Framework

The NCE doctoral program comprises of carefully constructed learning environments that (1) initiate and sustain both students and faculty into a variety of discourse communities, while (2) developing the grounds for a critique of knowledge and practice from a variety of disciplinary perspectives.

The doctoral program's conceptual framework evolves around critical reflective thinking about three interconnected key domains: theory, research, and practice. Specifically, students and faculty in the doctoral program engage in critical reflection in these key domains, and explore their inter-relationships through course work, research, and writings. To this end, faculty and students form a diverse community of learners, in order to continuously examine each of following elements and their interconnections:

1. Creation of a community of learners who are knowledgeable about and active in a variety of discourse communities
2. Development of critical reflective perspectives
3. Exploring the complexities of issues and the problems which surface from a critical reflective orientation
4. Development of multiple and interdisciplinary perspectives
5. Building on previous undergraduate and graduate work

## Admission Procedure

### Admission Criteria

Admission decisions are based on the following evidence: the completed application form, the applicant's academic record, professional experience, letters of reference, Graduate Record Examination (GRE) scores, and an interview. Some programs also require a writing sample. The process of admission occurs in two stages. First, the application, undergraduate and graduate transcripts, a resume that includes a description of professional experiences, letters of reference, and GRE scores are submitted to the Office of Admissions. In completing the application, it is important that the applicant responds comprehensively to the program's request for written statements. Each program has prepared its own set of questions and assessment criteria. Applicant responses are considered carefully, along with all other evidence, in determining the applicant's potential for success in pursuing the Ed.D. degree in NCE. Individual programs may require additional materials not mentioned here. Applications are reviewed by faculty from the respective doctoral programs.

A grade point average of 3.25 or better in master's level courses is required of all applicants. Letters of reference are to be completed on the forms provided. Two of the four required letters should be completed by persons associated with the applicant's recent graduate work and two by persons supervising the applicant's professional work.

All applicants to the doctoral program are required to take the General Aptitude Section of the GRE. Applicants should allow approximately four weeks for pencil and paper scores to be reported to the Office of Admissions. The testing schedules and registration materials can be obtained by calling the Educational Testing Service at 800/GRE-CALL (800/473-2255) or go online, [www.gre.org](http://www.gre.org). The GRE institution code for National-Louis University is 1551.

Results from previously taken GRE tests are acceptable. Scores must be officially verified, either by Educational Testing Service or by the Registrar of a college or university to which the scores were previously submitted.

Because of the limited size of the doctoral programs, only a small number of applicants are selected to participate in the second stage of the admission process, which consists of an interview with the faculty of the program to which application has been made. The objectives of the interview process are to establish that applicants have clearly defined goals for pursuing doctoral study, to determine that the applicants' goals may be met through the doctoral programs, to gain further information about the applicants and to clarify areas of concern, to provide an opportunity for applicants to ask questions about the programs, and to enable applicants to acquaint themselves with faculty in the programs.

### **Application Deadlines**

Applications for admission to the doctoral programs are considered twice a year. The deadlines for submission of all application materials, including GRE scores, are October 15 for spring admission and April 15 for the summer and fall admission. Applicants are notified generally within a month of the admission deadline whether or not they have been selected for the second phase of the admission process, consisting of the interview. Applicants are informed generally within two months concerning their admission status.

### **Financial Aid**

Students admitted to the doctoral programs are eligible to apply for financial support in the form of the NCE Doctoral Scholarship. Because a major purpose of the doctoral program scholarship fund is to encourage students to take a year off from regular employment for full-time study, highest priority is given to students who plan to undertake doctoral study on a full-time basis for a given academic year. Such students may be eligible for full or half tuition scholarship for one academic year if need is demonstrated. In addition, teaching, staff development, clinical, and research opportunities may be available to full-time doctoral students.

Remaining scholarship funds are available for new and continuing doctoral students who register for a half-time course load (four semester hours) or more. The typical award covers half of the tuition during each of the three quarters. Because the size of the scholarship fund is limited, priority is given to doctoral students on the basis of need first, and then on the basis of merit.

### **Academic Policies**

#### **Residency Statement: Becoming a Member of a Community of Scholars and Learners**

The doctoral program view of residency is consistent with the values expressed in the doctoral program's conceptual framework. Doctoral students become members of the NLU learning community, and the wider academic education community, by continuously engaging in a variety of course work, such as the

doctoral core and other scholarly activities throughout their studies. Students reflect on their own current and previous educational practices through conversations and communications with faculty and peers concerning new and ongoing research. Each program determines other meaningful ways to involve students with faculty to ensure that the spirit of residency is maintained.

### **Time Limit**

The doctoral degree must be completed in eight years from the date of admission. Within this time frame, a student is expected to make regular and consistent progress, which is subject to periodic review.

### **Enrollment Requirements and Leave of Absence**

It is expected that doctoral students will be continuously registered until the completion of their degree. When unforeseen circumstances require a student to temporarily withdraw from their doctoral studies, the student must submit a Request for a Leave of Absence form in the first quarter of becoming inactive (see *Doctoral Handbook*). A leave of absence may be approved for up to one year. Please note that the eight-year time limit for completing doctoral studies remains the same even if a leave is granted. Students who are granted a leave of absence must still complete the program within the eight-year time limit.

Students who have been inactive for three consecutive quarters and are not on an approved leave will be considered withdrawn from the Doctoral program. Students desiring to be reinstated must submit a written petition stating the reason for the inactivity to the Graduate Admissions and Retention Council.

### **Transfer of Credit**

Transfer credit for 12 semester hours of post-master's course work from National-Louis University or other institutions offering graduate degrees is approved by the directors of the Doctoral Programs. Approval for transfer credit beyond 12 semester hours is obtained through petition to the Graduate Admission and Retention Council. Credit for courses taken more than 6 years prior to the time the student was admitted to the doctoral program must also be approved through petition to the Graduate Admission and Retention Council.

### **Educational Specialist (Ed.S.) Credits**

The doctoral program requirements may be reduced by a maximum of 33 semester hours when a student has completed an Ed.S. degree and, as part of that program, has completed course and/or internship requirements that are also Ed.D. requirements. For students completing Ed.S. degrees at institutions other than National-Louis University, the reduction must not exceed 18 semester hours. Eligible students are to petition to the Director of the doctoral program to which they have been admitted. Requests will be reviewed on a case-by-case basis to determine the number of semester hours by which the doctoral program requirements

may be reduced. Credit for courses and/or internships taken more than 6 years prior to the time a student was admitted to a doctoral program are to be approved through petition to the Graduate Admission and Retention Council. Final approval for the program reduction must be obtained from the Director of Doctoral Programs and submitted with the National College of Education Doctoral Study Plan to the Registrar.

## Doctoral Handbook

Additional procedures and policies regarding the doctoral programs are included in the Doctoral Handbook. Students are to consult both the catalog and the Doctoral Handbook to determine program requirements. The Handbook is available on the NCE website at [www3.nl.edu/academics/nce/programs/Doctoral/index.cfm](http://www3.nl.edu/academics/nce/programs/Doctoral/index.cfm).

## Degree Requirements

Each doctoral student is required to take core courses and research and dissertation courses. These required courses and their semester hour commitments are listed below. This common core represents areas of knowledge which the graduate faculty considers essential for all doctoral candidates in education.

<b>Doctoral Core</b>		<b>6 SH</b>
CCD610A	Doctoral Core Seminar I	2
CCD610B	Doctoral Core Seminar II	2
CCD610C	Doctoral Core Seminar III	2

The core experience is in revisions. Please refer to the Quarterly and the NCE Doctoral Web pages for updates on core requirements.

<b>Research, Dissertation</b>		<b>21 SH</b>
ESR604	Dissertation Proposal Seminar	2
ESR610	Paradigms of Research	2
ESR612	Empirical/Analytic Research I	3
ESR614	Interpretive and Critical Research I	3
ESR616	Empirical/Analytic Research II <b>OR</b>	3
ESR618	Interpretive and Critical Research II	3
CCD699	Dissertation	8

## Comprehensive Qualifying Examinations

Each program will administer a comprehensive qualifying examination or its equivalent. The examination, designed to help students integrate knowledge gained from the program, covers content of the area of concentration and the core courses. Further specification of examination format and timing is made by the faculty of each program (see the description of comprehensive qualifying examinations under each program).

## Dissertation Requirements

Doctoral students should demonstrate the competencies associated with a traditional dissertation including: (1) the ability to analyze, synthesize, interpret, and discuss the implications of existing literature on a well-defined question; (2) the ability to formulate, pose and justify a researchable problem or issue; (3) the ability to develop an appropriate research design and methodology; and (4) the ability to interpret, analyze, synthesize and discuss the assumptions, contributions and limitations of existing as well as one's own research.

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## Curriculum and Social Inquiry Doctoral Program

The Curriculum and Social Inquiry Program is designed to prepare high level scholar-practitioners to provide leadership in curriculum in schools and other educational settings. The program emphasizes engagement in processes of critical reflection about issues of curriculum in relation to a variety of educational environments and society. The CSI program is founded on the belief that curriculum is best understood not simply in terms of classrooms and schools, but as connected to larger social, cultural, political and historical contexts. Processes of critical reflection are characterized by the identification of complex problems and issues, intellectual engagement with a broad range of ideas and perspectives, the valuing of personal experience, and a sense of teaching and curriculum as a political and cultural struggle.

Issues of content and teaching flow from essential curriculum questions: What knowledge is of most value? How is knowledge personally and socially constructed? In the distribution of knowledge, whose interests are being served? Curriculum is regarded in its broadest sense, as the constructing of a learning environment, with activities ranging from teaching to political activity. The CSI program encourages both micro- and macro-level analyses of curriculum, especially as they interact with each other, and attention is given to the theoretical, practical and interdisciplinary dimensions of curriculum study.

This program serves the needs of those people who are interested in influencing teachers, school communities, and other educational environments and settings. Students are encouraged to see their work as combining theory and practice, and themselves as activists, effecting change within education and beyond.

## Admission Requirements

In addition to admission requirements set forth by the Foster G. McCaw Graduate school, candidates for doctoral study in Curriculum and Social Inquiry must demonstrate strong evidence of leadership in an educational field. During the admission interview, applicants are asked about their background, career goals, and the applicability of this program to their goals.

168 **Program Requirements** 63 SH

Doctoral Core	6
Research, Dissertation	21
Curriculum and Social Inquiry Core	21
Minor Concentration	15

In addition to the core and research requirements, students will complete two types of course requirements specific to the program: the Curriculum and Social Inquiry core, and a minor area of concentration.

**Curriculum and Social Inquiry Core**

CSI600 Curriculum Theory: Historical, Philosophical, and Political Issues	3
CSI601 Cultures of Schools and Communities	3
CSI602 Curriculum Theory: Contemporary Issues and Practice	3
CSI603 Curriculum Planning, Organization and Evaluation	3
CSI605 Professional Development and School Change	3
CSI693 Curriculum Seminar	6

All of the courses, with the exception of Curriculum Seminar, in the 21-semester-hour Curriculum and Social Inquiry core, include a one-semester-hour field application designed to bridge theory and practice.

**Minor Concentration**

Each student is to choose at least one minor from areas which may include the following: Administration and Supervision, Early Childhood Education, Educational Psychology, Mathematics Education, Reading and Language, Science Education, Special Education, Superintendent Endorsement, and Technology in Education, and will complete at least 15 semester hours within the minor concentration.

**Comprehensive Examination**

The Curriculum and Social Inquiry Doctoral Program refers to the comprehensive examination as the Qualifying Exam. It is taken after completion of the doctoral, research, and program core classes (with the exception of the last research course). The Qualifying Exam is to be passed by the student prior to formal work on the dissertation and advancement to candidacy for the Ed.D.degree.

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## Disability and Equity in Education Doctoral Program

The doctoral program in Disability and Equity in Education is designed for individuals interested in exploring the historical, political, social, cultural, pedagogical and philosophical values, beliefs and processes that have constructed disability in education. The interdisciplinary nature of this program opens up the possibilities for inquiry into theoretical, practical and/or policy studies. The program encourages activism that envisions and creates equitable educational communities. It prepares individuals for continued practice as teachers and educational leaders, or for roles in teacher education, community leadership or disability-related policy. Minor concentrations are available and include: curriculum and social inquiry, reading and language, language and literacy, educational leadership, educational psychology, technology and education, and other options.

**Admission Requirements**

In addition to admission requirements set forth by the Foster G. McGaw Graduate school, candidates for doctoral study in Disability and Equity in Education must show evidence of leadership in the educational field. During the admission interview, applicants are asked about their background, career goals, and the applicability of this program to their goals.

**Program Requirements**

Each doctoral student is required to take doctoral core courses and research and dissertation courses. These required courses and their semester hour commitments are listed below. This common core represents areas of knowledge that the graduate faculty considers essential for all doctoral candidates in education. In addition to the core and research requirements, students will complete two types of course requirements specific to the program: the Disability and Equity in Education core, and a minor area of concentration.

Doctoral Course Requirements	Semester Hours
Doctoral Core	6
Research, Dissertation	21
Disability and Equity in Education Core	21
Minor Concentration	15
<b>Total Degree Requirements</b>	<b>63</b>

**Doctoral Core**

CCD610A	Doctoral Core Seminar I	2
CCD610B	Doctoral Core Seminar II	2
CCD610C	Doctoral Core Seminar III	2

**Research and Dissertation**

ESR610	Paradigms of Research; Alternative Ways of Knowing	2
ESR612	Empirical/Analytical Research I	3
ESR614	Interpretive and Critical Research I	3
ESR616	Empirical/Analytical Research II <b>OR</b>	3
ESR618	Interpretive and Critical Research II	3
ESR604	Dissertation Proposal Seminar	2

**Disability and Equity in Education Core**

DEE601	Traditions, Assumptions, and Paradigms	3
DEE602	Disability Policy Analysis	3
DEE603	Activism, Education, and Disability	3
DEE604	Politics of Assessment	3
DEE605	History of Disability in Education	3
DEE693	Disability Studies Seminar	3
DEE690	Special Topics Seminar	3

**Minor Concentration**

Each student is to choose at least one minor from areas that enhance the student's doctoral program and which may include the following: Curriculum and Social Inquiry, Reading and Language, Language and Literacy, Educational Leadership, Educational Psychology, Technology in Education. Other minor concentrations are available and can be planned with the doctoral adviser.

**Qualifying Inquiry**

The qualifying inquiry (sometimes referred to as the qualifying exam), is taken after completion of the doctoral, research, and program core classes (with the exception of the last research course). The qualifying inquiry is to be passed by the student prior to formal work on the dissertation and advancement to candidacy for the Ed.D. degree.

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**Educational Leadership Doctoral Program**

The Educational Leadership Doctoral Program is designed to prepare individuals to serve in school and school district leadership roles in the areas of administration and supervision. Based upon an articulated set of student outcomes, a set of belief statements and principles, and a model of instruction for its faculty, the program emphasizes the relationship between leadership and management. By combining course work and internship experiences, the program integrates theory, research, and practice into a cohesive plan of study for educational leaders. (Meets Illinois Type 75 and Superintendent endorsement)

**Admission Requirements**

In addition to admission requirements set forth by the Foster G. McGaw Graduate School, applicants for doctoral study in Educational Leadership are to document evidence of at least two years of leadership in the educational field. During the admission interview, the applicant is asked to share educational background, experience, career and research interests, and applicability of this program to the applicant's goals.

If the applicant does not possess a Type 75 Administrative Certificate upon entrance to the program, it must be earned by the program's completion.

**Program Requirements**

**57 SH**

Doctoral Core	6
Research and Dissertation	21
Educational Leadership Core	24
Internship	6

**Educational Leadership Core**

**30 SH**

EDL601	School Financial Management	3
EDL602	Leadership and Management Strategies	3
EDL603	Education Planning and Decision Making	3
EDL604	Administrative Issues for Pluralistic Schools	3
EDL620	School Leadership: Policy and Politics	3
EDL622	Curriculum Planning, Organization, and Evaluation	3
EDL624	Professional Staff Development and School Change	3
EDL690	Internship	6
EDL693	Educational Leadership Seminar	3

**Internship**

The internship is designed for individuals to develop professionally in administrative practice through the application of theory and research. The intern's responsibilities are defined by the cooperating administrator, intern, and academic adviser. The intern experience provides an opportunity for program planning, policy development, school improvement, community and staff relations, board relations, politics of governance and operations, and research.

The internship is offered under three options:

1. Full time for one academic year with a stipend paid by the cooperating organization
2. Part time for one academic year with one-half of the intern's time reserved for personal and professional commitments and the other half reserved for service in the cooperating organization, which provides a partial stipend
3. Extended two academic years with the intern completing administrative projects assigned by the cooperating organization. The extension minimizes conflicts with personal and professional commitments.



170 **Relation to Educational Specialist Program**

The Educational Leadership Doctoral Program may be reduced by 30 semester hours if a student has completed an Ed.S. degree in the Educational Leadership Department at National-Louis University. A reduction of no more than 18 semester hours may be granted to students completing the Ed.S. degree at other institutions. Any reduction must be approved by the Educational Leadership Doctoral Program Coordinator.

**Comprehensive Examination**

Students must pass the Educational Leadership comprehensive examination is to be passed by the student prior to formal work on the dissertation and advancement to candidacy for the Ed.D. degree.

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**The Educational Psychology Doctoral Program**

The Educational Psychology Doctoral Program is designed to help students integrate theory, research, and practice in the field of psychology and education. Through critical reflection on the literature and the practices in these fields, students gain a deeper understanding of the growth processes of individuals as well as those of learning communities. The Educational Psychology Doctoral Program encompasses two program options: (1) Educational Psychology/School Psychology and (2) Educational Psychology/Human Learning and Development.

**Educational Psychology/School Psychology**

The doctoral level School Psychology program subscribes to the Scientist-Practitioner model and prepares individuals to work as psychologists in schools and other educational settings, to engage in research, to pursue clinical work in schools or other clinical settings, and to pursue academic teaching posts. Individuals completing this option may be eligible to apply to sit for the Illinois Clinical Psychology licensing examination.

In addition to the doctoral level coursework described below, students must complete all coursework required for School Psychology certification. Please see the graduate catalog for additional information about the School Psychology professional training program and certification requirements.

**Course Requirements**

Each doctoral student is required to take doctoral core courses and research and dissertation courses. These required courses and their semester hour commitments are listed below. This common core represents areas of knowledge which the graduate faculty considers essential for all doctoral candidates in education. In addition to the core and research requirements, students will complete three types of course requirements specific to the program: the Educational Psychology/School Psychology core, internships, and minor areas of concentration.

**Doctoral Course Requirements**

**Semester Hours**

Doctoral Core	6
Research/Dissertation	21
School Psychology Core	14-15
Internship/School Psychology*	6
Internship/Educational Psychology*	3
Minor Concentration	12-13
<b>Total Degree Requirements</b>	<b>63</b>

\*Please see Internship section below for a description of the two internships.

**Educational Psychology/School Psychology Doctoral Core**

**SH**

EPD662A	Doctoral Seminar I: History and Systems of Psychology	2
EPD662B	Doctoral Seminar I: Views of Self and Self Development	2
EPD662C	Doctoral Seminar I: Views of Relationships and Relational Development	2
EPD662D	Doctoral Seminar I: Views of Community and Community Development	2
EPD663A	Doctoral Seminar II: Prevention Models and Community Development	1
EPD663B	Doctoral Seminar II: Prevention Models and Relational Development	1
EPD663C	Doctoral Seminar II: Prevention Models and Individual Development	1
EPD664	Advanced Practicum in Educational Psychology	1-3

**Minor Concentration**

Students take six semester hours in each of two minor concentrations, such as Neuropsychology, Human Development, Special Education, Reading and Language, or Curriculum and Social Inquiry. These minor concentrations are designed to provide breadth of knowledge in areas relevant to School Psychology.

**Internship**

The internship experience is composed of two parts and requires a total of 9 semester hours. Of the 9 hours, 6 must be taken as part of the academic year-long School Psychology supervised internship in a school setting. This part of the internship must meet all state certification internship requirements.

An additional 3 hours of internship may include research, clinical or teaching experiences. Together with his or her program adviser, the student develops an additional internship experience designed to meet the student's professional and educational goals. The student can choose any Educational Psychology faculty member with whom to complete the internship. The student should contact the faculty member to discuss the specific internship and complete an internship proposal form. The faculty member will submit the proposal to the Program Director of the Educational Psychology Doctoral Program for approval.

### Relation to Educational Specialist Program

The Educational Psychology/School Psychology Doctoral Program may be reduced by up to 33 semester hours if a student has completed an Ed.S. degree in School Psychology at National-Louis University. Reduction of doctoral program requirements must be approved by the student's adviser, the director of the student's doctoral program, and the Director of Doctoral Programs.

## Educational Psychology/ Human Learning and Development

The Educational Psychology/Human Learning and Development Program is designed to prepare individuals for leadership and research positions in a broad range of educational settings, universities, and continuing education programs for adults. Throughout the program, students critically reflect upon theory, research, and practice related to learning and development across the life span. Individuals whose undergraduate and masters degrees are not in psychology may be required to complete prerequisites in addition to the program requirements below.

### Course Requirements

Each doctoral student is required to take doctoral core courses and research and dissertation courses. These required courses and their semester hour commitments are listed. This common core represents areas of knowledge which the graduate faculty considers essential for all doctoral candidates in education. In addition to the core and research requirements, students will complete four types of course requirements specific to the program: the Human Learning and Development core, an internship, minor areas of concentration, and electives.

<b>Doctoral Course Requirements</b>	<b>Semester Hours</b>
Doctoral Core	6
Research/Dissertation	21
Human Learning and Development Core	14-15
Internship/Educational Psychology	3
Minor Concentration	12-13
 Total Degree Requirements	 63

<b>Educational Psychology/Human Learning and Development Doctoral Core</b>		<b>SH</b>
EPD662A	Doctoral Seminar I: History and Systems in Psychology	2
EPD662B	Doctoral Seminar I: Views of Self and Self Development	2
EPD662C	Doctoral Seminar I: Views of Relationships and Relational Development	2
EPD662D	Doctoral Seminar I: Views of Community and Community Development	2
	Electives	6
EPD663A	Doctoral Seminar II: Prevention Models and Community Development	1
EPD663B	Doctoral Seminar II: Prevention Models and Relational Development	1
EPD663C	Doctoral Seminar II: Prevention Models and Individual Development	1
EPD664	Advanced Practicum in Educational Psychology	1-3

### Minor Concentration

Students take six semester hours in each of two minor concentrations, such as Neuropsychology, Special Education, Reading and Language, or Curriculum and Social Inquiry. These minor concentrations are designed to provide breadth of knowledge in areas relevant to Educational Psychology.

### Internship

The internship experience requires a total of 3 semester hours, which may include research or teaching experiences. Together with his or her program adviser, the student develops an internship experience designed to meet the student's professional and educational goals. The student may choose any Educational Psychology faculty member with whom to complete the internship. The student should contact the faculty member to discuss the specific internship and complete an internship proposal form. The faculty member will submit the proposal to the Program Director of the Educational Psychology Doctoral Program for approval.

Additional procedures and policies regarding Educational Psychology/School Psychology and Educational Psychology/Human Learning and Development are included in the Doctoral Handbook. Students must consult both the catalog and the Doctoral Handbook to determine program requirements.

## Reading and Language Doctoral Program

The doctoral program in Reading and Language is designed to prepare graduates who are interested in school-based leadership positions, advanced clinical work, or college teaching. It is distinguished by a close blending of theoretical and practical courses and experiences so that graduates are prepared as professionals with the competence to make a difference in their jobs. Rigorous course work and carefully supervised internships in clinical supervision, teaching, research, staff development and evaluation constitute the core of the preparation experience.

### Admission Requirements

Prior reading course work, teaching experience, and/or certification are required for entry to the Reading and Language Program.

These requirements include one graduate course in beginning reading, a second graduate course in comprehension or secondary/content area reading, a course in linguistics and a course in writing instruction.

For promising candidates not demonstrating such preparation, appropriate course work is required as a pre- or post-admission requirement.

<b>Program Requirements</b>	<b>63 SH</b>
Doctoral Core	6
Research, Dissertation	21
Reading and Language Core	23
Internship	6
Electives	7

In addition to the doctoral core and research and dissertation requirements of the Graduate School, doctoral students in Reading and Language are to complete four types of course work: a core of six courses on topics central to the study of reading and language; a variety of internships; advanced reading and language electives; and general electives. Individualization of programs occurs in the design of appropriate internship experiences and in the selection of advanced reading and language courses and electives. The course of study is planned by each student in consultation with the student's program adviser in accord with the needs and objectives of each student.

### Reading and Language Core

RLD600	Language, Linguistics, and Literacy	3
RLD601	Orthography and Word Recognition	3
RLD602	Reading Comprehension: Research and Application	3
RLD607	Theory and Research in Writing	3

Plus two of the following courses:

RLD603	Historical Issues in Literacy Research	2
RLD604	Current Issues in Literacy Research (may be taken more than once)	2
RLD606	Instruction and Staff Development in Reading and Language	3

The Reading and Language Core provides basic knowledge concerning the history of reading research, current issues, and research methodology, with intensive study of such topics as language development, early reading acquisition, comprehension, writing, and staff development in a small seminar format.

### Internship

A total of six semester hours is required in internships, which may include diagnostic teaching, staff development, publishing and research experiences in such settings as the classroom, the school, the University, the reading clinic or the private sector. Internships provide the opportunity for a student to acquire and apply knowledge about reading in a practical setting under close supervision.

### Graduate Electives

A minimum of seven semester hours graduate electives must be reading and language graduate courses. Additional 500 or 600-level reading and language course work are selected on the basis of the student's professional goals.

Students who do not hold a Type 10 Reading Certificate or Type 10 Special Education Certificate, or who have not trained as Reading Recovery teachers may be required to complete a clinical sequence in literacy instruction. Such coursework may be included as electives. Students may petition the program if they have other clinical coursework in literacy.

## Course Descriptions

The courses listed below are offered to meet the needs of educators, preprimary through high school, enrolling for graduate study at National College of Education. At the time of admission to graduate study, students, in consultation with an assigned adviser, select a program of study that best fits their needs and interests for which they have entrance qualifications.

### Course Numbering System:

#### National College of Education

400-499	Upper level undergraduate/graduate courses
500-599	Master's level
600-699	Doctoral level

First three alpha designations are codes for department or subject area. Fourth character indicates level.

#### Department/Subject Codes

CCD	Doctoral Core
CIC	Curriculum and Instruction
CIG	Education of the Gifted
CIH	Humanities Education, Art and Music Education
CII	Instructional Media and Library Services
CIL	Language Minority Education
CIN	School Nurse
CIS	Social Studies Education
CIW	Health Education
CSI	Curriculum and Social Inquiry
ECE	Early Childhood Education
EDL	Educational Leadership
ELE	Elementary Education
EPD	Educational Psychology, Doctorate
EPS	Educational Psychology
ESR	Educational Statistics and Research
FND	Foundations
IDS	Interdisciplinary Studies
ILD	Instructional Leadership
MHE	Mathematics Education
MLE	Middle Level Education
RLD	Reading and Language, Doctorate
RLL	Language and Literacy
RLR	Reading and Language
RLW	Writing
SCE	Science Education
SEC	Secondary Education
SPE	Special Education
TIE	Technology in Education

**581-589 Workshop:** A workshop is intended to provide students with direct and focused experiences on specific topics, materials and/or approaches. A maximum of 6 semester hours of workshop credit may be applied toward a degree. The appropriateness of acceptability of workshops for degree credit should be determined in consultation with the student's adviser.

**594 Independent Study:** An independent study provides an opportunity for students to pursue advanced scholarly study in special areas where they seek further information, or wish to investigate a practical school problem. Special forms may be obtained from the Graduate Administrative Office and must be signed by the student's instructor, the student's adviser, and the dean of the graduate school. Prerequisite: Admission to degree program. On-campus registration.

**599 Thesis:** A thesis, required of all Master of Science in Education students, is a formal written document which investigates a theory or particular point of view and which is the result of disciplined inquiry. The student should present the thesis proposal signed by all members of the student's committee at the time of registration for thesis credit. Prerequisite: ESR503, ESR506 or ESR507, and permission of thesis adviser. On-campus registration.

**699 Dissertation:** Required of all doctoral students. The dissertation is initiated and produced by the student under the guidance of a dissertation committee. Guidelines for dissertation proposal and final document are outlined in the Doctoral Program Handbook. Prerequisites: Satisfactory completion of comprehensive doctoral exam and ESR604.

### Doctoral Core

#### CCD610A, CCD610B, CCD610C

##### Doctoral Core Seminar

The doctoral core seminar provides an interdisciplinary forum for National College of Education doctoral students to critically examine how themes of equity, multiculturalism, social justice, progressive education, and democracy interface with one or more current issues in educational theory, research and practice. Students enroll in this core seminar for three consecutive quarters during the academic year or, when offered, as an intensive summer experience. Students begin the doctoral core in the fall quarter and take the core in consecutive quarters. CCD610A prerequisites: admitted doctoral student or consent of instructor. CCD610B prerequisites: CCD610A or consent of instructor. CCD610C prerequisites: CCD610B or consent of instructor. *2 semester hours each*

- 174 **CCD690 Seminar: Special Topics in Education**  
A doctoral seminar dealing with current issues in education. Students can take the seminar for up to 6sh. If taken more than one time, students must register for seminar on different topics. Prerequisites: Doctoral standing or consent of instructor. *1-3 semester hours*

**CCD699 Dissertation**  
An independent study course in which the student works on a research dissertation under the supervision of faculty members. Prerequisite: Doctoral standing and consent of instructor. *1-4 semester hours*

## Curriculum and Instruction

**CIC500 Curriculum Theory: Historical and Philosophical Perspectives**  
This course is concerned with the theoretical foundations of the field of curriculum and their applications. *2 semester hours*

**CIC503 Curriculum Design and Evaluation**  
This course examines curriculum, instruction, assessment, and evaluation as interrelated components. Focus is placed on making informed decisions about how the processes of design and evaluation support enduring understanding. Participants actively engage in comprehensive study of the theory, history, values, and politics that impact curriculum today, evaluating curriculum through the lenses of comparative study of curricular recommendations over time. *1-3 semester hours*

**CIC504 Instructional Decision Making**  
This course examines the critical role of the teacher in the instructional decision making process. Focus is placed on analyzing various teaching practices in relation to their underpinning assumptions and current research. Prerequisite: CIC503 *1-3 semester hours*

**CIC506 Elementary School Curriculum**  
Designed to acquaint the student with elementary curriculum patterns and practices. Analysis and discussion of current trends in curriculum development as it relates to prekindergarten through middle school. *3 semester hours*

**CIC514 Classroom Management**  
Exploration of philosophical and practical knowledge concerning the underlying premises and daily workings of elementary and/or middle school classrooms founded on variant principles. *2 semester hours*

**CIC528 Curriculum and Instruction I: Theories, Foundations and Contexts**  
Participants examine the theoretical, historical, multicultural, social, and political foundations of curriculum, which serve as frameworks for examining the curriculum and instruction experienced by students and teacher in classrooms. The course consistently investigates the personal dimensions of curriculum decision making and instruction methodology as contexts for interpreting these frameworks. Participants develop and

support a professional development plan documented by a professional portfolio. Participants explore ways to integrate technology into their professional work while enhancing their own technology skills. (Offered in the Interdisciplinary Studies program only.) *3 semester hours*

**CIC529 Curriculum and Instruction II: Analysis and Application**  
Students extend and apply conceptual frameworks of curriculum and instruction to more focused areas of study. These focused areas of study may occur in: (1) special topics or themes such as assessment, grouping practices/tracking, inclusion, integrative curriculum, technology; (2) concentrated research and application in selected content areas; and (3) exploration of primary, intermediate, middle, secondary, and/or adult levels as contexts for curriculum and instruction. Participants develop and support a professional development plan documented by a professional portfolio. Participants integrate technology into their professional work while enhancing their own technology skills. (Offered in the Interdisciplinary Studies program only.) *3 semester hours*

**CIC583 Workshop/Curriculum and Instruction/Contemporary Issues**  
*1-4 semester hours*

**CIC584 Workshop/Curriculum and Instruction/Curriculum Materials**  
*1-4 semester hours*

**CIC585 Workshop/Curriculum and Instruction/Instructional Practices**  
Cooperative learning theory and the effectiveness of cooperative learning methodology will be reviewed. Participants will experience cooperative learning throughout the course by means of cooperative strategies, heterogeneous grouping, team and class building, skill development, scoring and recognition, as well as classroom and lesson management. An emphasis will be placed on cooperative learning for multilingual and multicultural classes. Prerequisite: CIL500. *3 semester hours*

**CIC587 Workshop/Curriculum and Instruction/Management and Discipline**  
*1-4 semester hours*

**CIC590A Internship/Curriculum and Instruction**  
On-the-job experience in the role of change agent in a given educational program includes supervised responsibility for observation, evaluation, and possible in-service of staff thus involved in instructional changes and/or curriculum development. Prerequisite: CIC500. *2-5 semester hours*

**CIC591 Field Study/Curriculum and Instruction**  
Provides teachers with an opportunity for an organized exploration of a relevant topic, issue or problem related to their current field of work (i.e., classroom, school or district). Teachers are encouraged to work with colleagues in the field-based program and/or with teaching colleagues on site where they pursue their exploration. *3 semester hours*

**CIC592 Seminar: Educational Inquiries**

This course provides an integrating experience for students in the various Curriculum and Instruction program concentrations. Students analyze the interrelatedness of relevant educational issues and engage the skills of reflective practice as they examine their professional goals, understandings, development, and contributions to the profession. Prerequisites: ESR505, EPS541, CIC503, CIC504. *Because this is an integrating experience, within the cluster format, 1 semester hour is taken at the beginning of the course sequence, with the remaining 2 semester hours taken as a culminating experience. Students outside the cluster format must take the 3 semester hours course among the last three courses in their program, preferably in their final term. All exceptions must receive program director approval. 1-3 semester hours.*

**CIC594 Independent Study/Curriculum and Instruction**

Provides participants with the opportunity to investigate a topic, problem, or issue of specific relevance to their work with singular focus and depth. The topic(s) of choice may or may not be directly linked to classroom practice but should be of relevance to their individual goals and aspirations as a professional. *1-3 semester hours*

**CIC595 Selected Topics in Curriculum and Instruction**

This course provides the student with the opportunity to explore current or specialized topics in the field of curriculum or instruction. *1-6 semester hours*

**CIC599 Thesis**

Required of all Master of Science in Education students; a formal written document that integrates a theory or particular point of view and results from disciplined inquiry. *4 semester hours*

**CIG500 Identification and Characteristics of Gifted and Talented**

This course provides a foundation for understanding the gifted and talented child and adolescent. It includes identification and characteristics of the gifted, history and philosophy of gifted education, investigation of the research on the talented, the gifted, and an overview of instruments for measurement of intelligence. *3 semester hours*

**CIG503 Advanced Methods and Materials for Teaching the Gifted**

This course provides the advanced student with an opportunity to design curriculum based upon the research and program models introduced in the Basic and Intermediate Methods courses. *2 semester hours*

**CIG513 Contemporary Issues in Gifted Education**

This course includes the study of the special needs of gifted students, counseling and guidance of the gifted, as well as of diverse populations in gifted; i.e., bilingual, handicapped, disadvantaged, highly gifted. Current research in gifted education is also studied. Prerequisite: CIG500. *3 semester hours*

**CIG520 Creativity and Giftedness—Theory, Assessment and Application**

This course is designed to explore in detail the notion of human creativity. It is intended for a diverse population of parents, classroom, and gifted education teachers, and gifted program coordinators. The emphasis is threefold: (a) on an examination of the theoretical aspects of human creativity, (b) on an exploration of various related assessment techniques, and (c) on practical classroom application. *3 semester hours*

**CIG582 Workshop/Gifted Education/Administration and Program Development**

*1-4 semester hours*

**CIG585 Workshop/Gifted Education/Instructional Practices**

*1-4 semester hours*

**CIG594 Independent Study/Education of the Gifted**

*1-3 semester hours*

**CIG595 Special Topics in Gifted Education**

Provides the student with the opportunity to explore current or specialized topics in the field of education for the gifted. *1-5 semester hours*

**CIH500 Humanities in the Elementary School**

Designed for elementary and middle school teachers. The place and function of the humanities in elementary education, instructional approaches for enriching classroom instruction in aesthetic and humanities education. Specific uses of art and music in curriculum and resources available. *2 semester hours*

**CIH510 Art Education**

Designed to give graduate students who have had varying degrees of experience common ground whereby they can grasp the methods and theories of teaching art to children. Basic uses of materials will be stressed with those who have had little experience, while the more advanced students may carry on research in the area of interpretation and do work of a more advanced nature with the basic materials used by children. *2 semester hours*

**CIH540 Music Education for Teachers**

Study of enriching music materials, evaluation of teaching methods and significant trends in music education, round-table discussions, and musical participation and research projects with consideration given to the growth and needs of each student. Prerequisite: An undergraduate music education course or equivalent. *2 semester hours*

- 176 **CIH582**      **Workshop/Art Education/Topic**  
*1-4 semester hours*
- CIH583**      **Workshop/Art Education/Art History and Culture**  
*1-4 semester hours*
- CIH585**      **Workshop/Humanities Education/Instructional Practices**  
*1-4 semester hours*
- CIH587**      **Workshop/Music Education/Instructional Practices**  
*1-4 semester hours*
- CIH591A**      **Field Study/Art Education**  
An original exploration of a problem of issues in the field of art education. *1-6 semester hours*
- CIH594**      **Independent Study/Humanities Education**  
*1-3 semester hours*
- CIL500**      **Foundations in Language Minority Education**  
This course provides participants with an understanding of the historical, political, sociocultural, and educational concepts and issues that affect linguistically and culturally diverse students in the schools. This interdisciplinary approach illuminates the formation of local, state, and federal policies regarding entitlement and appropriate school services for language minorities. Current theories of Second Language Acquisition (SLA), bilingualism, and sociocultural theories are explored for their pedagogical relevance, and specific program models are examined for their contribution to academic achievement.  
*3 semester hours*
- CIL501**      **Introduction to Linguistics for TESOL**  
This course introduces the following dimensions of linguistics: structure and history, language development, cognition and learning, communicative competence and language variation. Emphasis is placed on implications for Teachers of English to Speakers of Other Languages (TESOL). *3 semester hours*

\*Note: This course may be substituted for RLR512 Bilingualism & Reading: Linguistic Considerations in the ESL approval.

\*\*For Adult TESOL, please note: If you need graduate coursework and/or a knowledge base for teaching adults, the recommended courses are CIL501, CIL505, and CIL531.

- CIL505**      **Methods & Materials for Teachers of English to Speakers of Other Languages (TESOL)**  
Designed to prepare teachers in methodology for English to Speakers of Other Languages (ESOL). Participants consider theories of Second Language Acquisition, pedagogy, and language methodology as applied to classroom situations. Participants are guided in observing, preparing a teaching unit, and presenting lessons based on various theoretical schools and approaches: Content-Based Cognitive-Code Language Learning, Comprehension-Based, Communicative-Interactionist. Participants also discuss the selection, use, and evaluation of ESOL books and materials as well as classroom arrangements and management. This course is required for ESL, Bilingual & BIL Spec Ed. *3 semester hours*

- CIL506**      **Methods and Materials for Teaching Bilingual Students**  
A variety of instructional strategies appropriate for language minority students (K-12) will be reviewed. The process of becoming bilingual will be examined. Topics include cultural learning styles, teaching in content areas (science, social studies, math, and language arts), content area assessment, curriculum and program development, Dual Language models and implementation strategies and multi-level classrooms. Bilingual Required. *3 semester hours*

- CIL510**      **Assessment of Language Minority Students**  
Participants in this course explore the issues of assessment of second language learners as they are situated within larger historical, social, cultural and political contexts. Participants use theoretical models that account for the intersection of second language acquisition and academic achievement as a basis for creating and evaluating appropriate instruments for second language learners. Participants discuss issues in non-discriminatory assessment as they are related to mandated, alternative, and classroom forms of assessment. *3 semester hours*

- CIL531**      **Cross Cultural Education**  
Examines the role of culture in the American educational system and how various ethnolinguistic groups contribute to the cultural dynamics of a classroom are discussed. Participants examine their own cultural assumptions and biases, and those of their students, and how they impact teaching and learning in their professional environment. Participants explore issues of equity and access, including technology, and examine potential for promoting cross-cultural understandings. Ideas are generated on how to promote learning through effective multicultural classroom communities. *3 semester hours*

- CIL532**      **Technology Applications for Linguistically and Culturally Diverse Students**  
The use of computers and interactive media in linguistically and culturally diverse classrooms is discussed in relation to current research. The selection and use of software and interactive media for use within content area instruction is also presented. Demonstrations of software programs and hands-on activities are incorporated into this course to provide teachers with the information necessary to successfully integrate technology into their classrooms. Prerequisite: CIL500. *3 semester hours*

**CIL534      Methods for Teaching Language Minority Education**

This course will focus on the instructional practices that help children acquire a second language and master subject matter. Teachers will learn appropriate methodology, adapt and integrate Best Teaching Practices, and examine a variety of teaching strategies, techniques and materials. This course builds on the conceptual framework of CIC504 and is the foundation for other methods courses. *2 semester hours*

**CIL583      Workshop/Bilingual and Multicultural Education/Contemporary Issues**

*1-4 semester hours*

**CIL584      Workshop/Bilingual and Multicultural Education/Curriculum Materials**

*1-4 semester hours*

**CIL585      Workshop/Bilingual and Multicultural Education/Instructional Practices**

*1-4 semester hours*

**CIL594      Independent Study in Bilingual and Multicultural Education**

Provides an opportunity for students to pursue advanced scholarly study or investigate a practical school problem related to bilingual and multicultural education. *1-4 semester hours*

**CIL595      Topics in Bilingualism and Education**

*1-3 semester hours*

**CIN500      Introduction to Public Health Nursing—Theory and Practice**

This two-semester hour course consists of classroom experience plus practicum components. It offers concurrent theory and nursing experience in community health nursing. The focus of the community health nursing component is on the role of the nurse in settings other than in-patient hospital settings. These settings allow for nursing practice at all levels in the provision of holistic health care and the ability to effectively communicate with others. *2 semester hours*

**CIN508      Community Health: Nursing Practice, Theory and Contemporary Problems**

This course consists of both classroom and supervised practicum components. It offers concurrent theory and nursing experience in community health nursing. It is also designed to assist the student to identify leading health problems in the community. The focus of the community health nursing component is on the role of the nurse in settings other than in-patient hospital settings. These settings allow for nursing practice at all levels in the provision of holistic health care and the ability to communicate with others. The course further allows the student to observe in a variety of health agencies in order to acquire and understanding of the different functions and services offered in community agencies in the public, private and voluntary sectors. *3 semester hours*

**CIN510      Physical Assessment for School Nurses**

A practical course with a focus on developing and refining assessment skills which include interviewing technique and physical examination techniques tailored to meet the needs of nurses practicing in school settings. Content will include the performance of a complete physical examination on a school aged child. Physical assessment skills will be discussed, practiced, applied within the framework of the nursing process of assessment, diagnosis or problem identification, planning, intervention, and evaluation. *2 semester hours*

**CIN560      Issues in School Nursing**

In this culminating course, students will have the opportunity to review and synthesize course material and to consolidate internship experiences. The focus will be on the legal and organizational aspects of the public schools, the administration of the school health program, and the role of the school nurse as a health educator. This course is taken concurrently with the school nurse internship. *2 semester hours*

**CIN582A      Workshop for Nurses (R.N.'s) Working in the Schools**

This workshop is designed as an orientation or an update for Registered Nurses working in the school health office. The content of the workshop addresses areas with which the nurse should be familiar in order to serve the health needs of the children in the school. Other areas include: record keeping, writing reports, communication with parents, faculty, and staff, and the coordination of services with the Certified School Nurse. *1 semester hour*

**CIN590      School Nurse Internship**

A ten-week supervised experience providing the school nurse intern an opportunity to explore school nursing methods, materials, and programs in public schools under the direct supervision of a certificated school nurse. An issues-related course in School Nursing is taken concurrently. Placement is in consultation with the program coordinator. *4 semester hours*

**CIS480B      Methods for Teaching Social Studies**

Study methods of teaching social studies in the elementary school. The student is expected to demonstrate a knowledge of issues in social studies education as well as methods and materials for teaching social studies. Lesson planning, unit planning, and a variety of instructional strategies are stressed. Admission to Program or consent of Program Coordinator required. Prerequisites: EPS500, EPS510, FND504. *2 semester hours*

**CIS500      Methods and Materials for Teaching Social Studies in the Elementary School**

Provides awareness of the currently developing trends in the broad area of the social studies in elementary education. Special attention is given to ways of fostering the basic skills required in group cooperation, the understanding and use of abstract concepts, the interpretation of social data and its application to social living, the techniques of social inquiry, and the assessment of values. Students are encouraged to pursue special studies related to individual concerns in teaching. *2 semester hours*



- 178 **CIS502 Trends in Teaching Social Studies**  
An advanced course providing an analysis of trends in the social studies curriculum of the elementary school with special reference to selection of content, grade, placement of concepts and activities, methods of teaching, and use of community resources. The course is designed primarily for in-service elementary teachers. *2 semester hours*
- CIS504 Asian Cultures/Language & Education**  
*2 semester hours*
- CIS505 Asian American Experience: A Historical Perspective**  
*2 semester hours*
- CIS510 Concepts in Social Science/Economics**  
Exercises and activities make economic concepts meaningful and useful to elementary and middle school teachers.  
*2 semester hours*
- CIS511 Concepts in Social Science/Anthropology**  
Culture, language, race, diffusion, and change as key ideas for understanding diverse groups within the United States and around the world. Practice in using and adapting for the classroom the research tools of anthropology. *2 semester hours*
- CIS512 Concepts in Social Science/Geography**  
Students will study the five themes of geography: location, place, human interaction with the environment, movement, and region. *2 semester hours*
- CIS 520 Area Study**  
Provides an understanding of the peoples of a particular cultural region, noting social, political, economic, religious, and aesthetic similarities as well as diversities. Includes enough history to understand contemporary affairs and foreign policy.  
*2 semester hours*
- CIS583 Workshop/Social Science Education/Contemporary Issues**  
*1-4 semester hours*
- CIS585 Workshop/Social Science Education/Instructional Practices**  
*1-4 semester hours*
- CIS587 Workshop/Social Science Education/Cultural Studies**  
*1-4 semester hours*
- CIS591A Field Study/Social Science Education/Mexico**  
This course provides factual knowledge, along with direct observational experiences, and the honing of reflective and interpretive skills for understanding and teaching Mexican Americans, the largest language minority group in the United States, through their heritage culture: ancient Mesoamerican and the history, cultures, and geography of Mexico. The course begins with an orientation and class meetings in the United States (e.g., Chicago). Then participants travel as investigative explorers to Mexico where the coursework continues, and they learn to relate their knowledge to intercultural education and communication with Mexican Americans in the United States. *1-4 semester hours*
- CIS594 Independent Study/Social Science Education**  
Issues, perspectives, and practices in different cultural, geographic, and socioeconomic learning environments are identified and compared. *1-3 semester hours*
- CIS595 Selected Topics in Social Studies Education**  
Provides the student with the opportunity to explore current or specialized topics in the field of social services education. *1-4 semester hours*
- CIT501 Teaching for Conceptual Integration in Reading / Language Arts and Mathematics**  
The course focuses on how student learning can be enhanced when a teacher blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of reading / language arts and mathematics. Assertions that cross these school subjects include: sign systems (language and mathematics) are used to represent ideas and to communicate to others; thought and sign systems are related and have levels of abstraction; language and figures of speech are used to facilitate the understanding of mathematical concepts; sign systems cross cultures; sign systems facilitate problem solving. Prerequisites: Admission to program. *3 semester hours.*
- CIT502 Teaching for Conceptual Integration in Science and Social Studies**  
The course focuses on how student learning can be enhanced when a teacher blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of science and social studies. Assertions that cross these two school subjects include: concepts such as systems and order can be blended across physical, biological and social systems; connections between scientific literacy and informed decision making should be investigated; the relationship between science and society, science in society should be examined. Prerequisites: Admission to program. *3 semester hours*
- CIT503 Teaching for Conceptual Integration in Reading / Language Arts and Social Studies**  
This course focuses on how student learning can be enhanced when a teacher blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of reading/language arts and social studies. Assertions that cross these school subjects include: individuals view events from multiple perspectives; major participants/characters exhibit qualities that set them apart from others; similar themes cross multiple historic and fictional events; authors construct texts based on the information they are trying to communicate; constants in life and literature include time, continuity and change. Prerequisites: Admission to program. *3 semester hours*

**CIT504 Teaching for Conceptual Integration in Mathematics and Science**

The course focuses on how student learning can be enhanced when a teacher blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of mathematics and science. Assertions that cross these school subjects include: science inquiry and mathematical problem solving can be blended; processes should be enacted in context to build understanding of concepts; students should experience the progressive development of explanations of concepts and the progressive unfolding of connections from simple to more complex. Prerequisites: Admission to program. *3 semester hours*

**CIT505 Teaching for Conceptual Integration in Reading Language Arts and Science**

The course focuses on how student learning can be enhanced when teachers blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of reading/language arts/science. Assertions that cross these school subjects include: evidence to find, generate, and support understanding; strategic reading and reflective science as metacognitive processes; communication requires consideration of audiences; conceptual understanding requires creative and divergent thinking; understanding results from analysis of the perspective and the evidence; conceptual understanding results from consideration of misconceptions, discrepant events, and existing knowledge; language and science sign systems facilitate the understanding of scientific concepts. Prerequisites: Admission to program. *3 semester hours*

**CIT506 Teaching for Conceptual Integration in Mathematics and Social Studies**

The course focuses on how student learning can be enhanced when a teacher blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of mathematics and social studies. Assertions that cross these school subjects include: inquiry in social studies and mathematical problem solving can be blended; in the social sciences data is collected, analyzed, and used as evidence to draw conclusions, make decisions, and as a way of explaining phenomena; social phenomena can be represented and modeled mathematically; investigating cross-cultural and historical development of mathematical ideas can build understanding of concepts. Prerequisites: Admission to program. *3 semester hours*

**CIW505 Sexuality Education**

This course is designed to provide a basic foundation for individuals who will be educating others in the area of human sexuality, particularly within a health education curriculum. Participants will investigate values and beliefs concerning sexuality and the development of gender identities. The course is also designed to increase participant comfort level and knowledge of various topics in a human sexuality course. Emphasis will also be placed on ways in which educators can present sexuality information and lessons to the K-12 population of students. *3 semester hours*

**CIW507 Theories and Concepts in Health Education** 179

This course focuses on recent developments in health education. The intent is first to examine health education as one of the core professions responsible for health promotion in a multitude of settings and second to look at health education as a movement toward multilevel intervention approaches targeting specific populations. The student will explore methods by which to expand the health knowledge of the individual/group and assist learners in making self-directed health-related decisions. Emphasis will be placed on life-long learning as well as raising awareness for responsible social action as it relates to health. *3 semester hours*

**CIW508 School Health Education**

This course is designed to provide health educators with the ability to be able to defend and describe the difference between a coordinated school health program and a comprehensive one. This course will provide the tools necessary to implement both programs within the school setting. It is also designed to provide health educators with a knowledge and an awareness of both the National and State Standards in health. Participants will become familiar with pre-written health programs. *3 semester hours*

**CIW509 First Aid, Safety, and Injury Prevention**

This course is designed to foster an understanding of safety rules and injury prevention in the home, school and community and prepare the student to act in an emergency. Basic principals of First Aid, Cardio-Pulmonary Resuscitation (CPR) and how to use an Automated External Defibrillator (AED) will be taught. Upon completion of this course, the student will receive an American Red Cross Standard First Aid card. *2 semester hours*

**CIW510 Curriculum Development and Evaluation in Health Education**

This course focuses on the process of curriculum development in health education K-12 as part of a coordinated school health program. The philosophies behind the comprehensive school health program and the state and national standards for health education curricula will be discussed. An overview of the ten content areas within a school health program will be presented as it relates to the risk behaviors of today's society. The scope and sequence of the health curriculum will be explored and the writing of goals and objectives practiced. Methods for evaluating health curricula and instruction will also be included. Prerequisites: CIW507, CIC 503, or permission of Health Education Coordinator. *3 semester hours*

**CIW515 Consumer Health**

In this course the students will learn to distinguish between reliable and unreliable health information. They will be able to recognize the differences between good and fraudulent advertising. The course will help students learn how to make better, informed choices when it comes to the areas of nutrition, fitness, diet, drugs, and product safety. It will provide students with their "Bill of Rights" as consumers in the market place. Activities for classroom use that are age appropriate will also be discussed. *2 semester hours*

**180 CIW516 Environmental Health**

This course will provide students with a review of the causes, effects and solutions to environmental problems that impact human health. Students will explore the relationships between human population growth, natural resources, environmental pollution and decreasing biodiversity. Emphasis will be placed on actions and strategies individuals may adopt for protecting and improving the environment. Resources and teaching techniques for presenting a unit/program in environmental health will be explored. Prerequisites: CIW 507 or permission of Health Education Coordinator *2 semester hours*

**CIW517 Drug Education**

This course is designed to foster an understanding of the pharmacological principles of drugs and how they react in the body, as well as the addictive process. It allows for these principles to be applied to all aspects of the major drug groups. The course will also provide students with grade appropriate educational methods to further foster these principles in the classroom. *2 semester hours*

**CIW518 Community Health**

This course looks at modern concepts and practices of health and healthful living applied to the community. It includes an examination of the philosophy and practice of public and community health, including economic, sociologic, cultural and legal justifications. This course will examine contemporary community health problems that affect the community and provide an overview of community agencies that can lend assistance in the development and presentation of health education programs. *2 semester hours*

**CIW519 Mental Health**

This course will explain the importance of mental health in all aspects of life and specifically in learning. Focus will be on how the personality is shaped and the health educator's role in helping to develop students' emotional health. The classifications of mental disorders will be discussed with reference to the DSM-IV -TR. Resources for treatment of mental illness will be explored as well as preventative measures. *2 semester hours*

**CIW525 Nutrition and Dietary Patterns**

This course will provide the health educator information to analyze the nutritional controversies of various dietary patterns. Focus will be on nutrition principles and their application including the biological foundations of nutrition without assuming previous knowledge. Emphasis will be placed on the nation's nutrition objectives for Healthy People 2010, application of nutrition information related to food choices, cultural food traditions, defensive dining, choosing vitamin-rich foods and diet as preventative medicine. Various internet activities will build critical thinking skills by investigating reputable nutrition web sites. Participants will be challenged to move toward solutions for environmental degradation and hunger. *2 semester hours*

**CIW526 Disease Prevention and Control**

This course provides the basic information about the disease process, classifications of diseases, and prevention of disease. Specific diseases affecting each system of the body will be analyzed including their incidence, cause, symptoms, risk factors, predispositions, treatments, and prevention. Students will explore methods of instruction and resources for programs or units on disease. Emphasis will be placed on lifestyle behaviors and choices that impact the development or prevention of diseases. Prerequisites: CIW/507 or permission of Health Education Coordinator. *2 semester hours*

**CIW583 Workshop/Health Education/Contemporary Issues**

*1-4 semester hours*

**CIW594 Independent Study/Health Education**

*1-3 semester hours*

**CIW595 Special Topics/Health Education**

Provides the student with the opportunity to explore current or specialized topics in the field of health education.

*1-4 semester hours*

**Curriculum and Social Inquiry****CSI600 Curriculum Theory: Historical, Philosophical, and Political Issues**

This course explores curriculum theories as they were created in particular historical and political contexts in the United States. Highlighted in this course will be an examination of changing and broadening concepts of curriculum, an understanding of beliefs and assumptions underlying various curriculum theories and practices, and an introduction to historical inquiry in the area of curriculum. *3 semester hours*

**CSI601 Cultures of Schools and Communities**

This course examines school communities as complex socio-cultural settings affected by political, sociological and historical contexts. Students will integrate theoretical readings with fieldwork to analyze dynamics that affect teaching and learning within the institutional settings of schools, families, and communities. *3 semester hours*

**CSI602 Curriculum Theory: Contemporary Issues and Practice**

Through this course students consider contemporary curriculum theories in relation to the social, cultural, political and historical movements in which they are embedded and the possibilities that curriculum theory offers for transforming educational practice. *3 semester hours*

**CSI603 Curriculum Planning, Organization and Evaluation**

The purpose of this course is to identify and explore ways of thinking about curriculum planning, organization, and evaluation. Those areas will be considered through examination of contemporary curriculum proposals and ideas drawn from those prominent during any cycle of the course. The course will involve a field research project as well as group deliberation regarding whether and how various proposals and ideas might be included in ongoing curriculum plans in a school or district. *3 semester hours*

**CSI605 Professional Development and School Change**

This course focuses on the nature, dimensions, and contexts of professional development in the field of education. Such professional development is examined within a framework of school change and recent history of school reform efforts. The course explores the instructional implications of professional development within this context. *3 semester hours*

**CSI693 Curriculum Seminar**

Curriculum Seminar provides doctoral students with an opportunity to further immerse themselves in curriculum and social inquiry studies through selected readings, discussions, speakers, and related activities. Seminar also provides students with an ongoing community as they engage in scholarly work. Seminar is taken for 1 semester hour per quarter for a total of 6 SH. Three of the 6 SH must be completed in consecutive quarters. All 6 SH must be completed prior to the final dissertation hearing. Seminar is taken for a Pass or Fail grade which will be assigned after the completion of all 6 SH. *1 semester hour*

**Disability and Equity in Education**

**DEE601 Traditions, Assumptions and Paradigms**

This course explores historical and current theoretical models and paradigms that have shaped educational beliefs and values about disability. Its purpose is to provide participants with several of the multiple epistemological frames that underlie pedagogy of disability. Among the paradigms to be considered will be behavioral and social learning theories, medical models, and cognitive and psychodynamic theories. Emphasis will be place on the contributions and implications for practice of each paradigm. The course also examines and critiques the consequences and tensions between the beliefs inherent in each, the social meanings of disability in each, and the resulting policies and practices. *3 semester hours*

**DEE602 Disability Policy Analysis**

This course covers the basic tools utilized in the social analysis of policy and to analyze and critique the assumptions, ideologies, politics, and implications of policy for disabled people in education. Students will be given opportunities to socially analyze and critique policy from their chosen field (e.g., curriculum, special education, teacher education, literacy, leadership). Assignments will encourage students to observe, analyze, and

critique policy making in action; develop a scholarly stance toward policy analysis; recognize the connections between justice for disabled people, social action, policy, and practice; and formulate ideas and strategies for being change-agents in their chosen educational context. *3 semester hours*

**DEE603 Activism, Education and Disability**

This course explores processes of activism and change across a variety of contexts. The primary focus is on the means necessary to foster personal, social, institutional and legislative changes necessary to promote the inclusion of people with disabilities into every aspect of social and educational life. The roles and processes of advocacy, consciousness raising, activism, service learning, emancipatory research, and critical pedagogy are addressed. Psychological, social, and educational processes involved in constructing marginal "others" and in being a change agent is considered. Insights gained and strategies used in prominent social movements, including the disability rights movement, is investigated. *3 semester hours*

**DEE604 Politics of Assessment**

This course critically explores implications, meanings, and uses of educational and psychological assessment in the social construction of ability/disability. Historical, philosophical, and scientific foundations of assessment will be explored and interrogated. Historical and contemporary theories and practices of assessment will be considered from positions of race, ethnicity, gender, social class and disability. Social and political uses of assessment will be evaluated from anthropological, sociological, educational and psychological perspectives. Stipulations regarding assessment in IDEA will be addressed and problematized. Uses of assessment in diagnosis and remediation, educational planning, labeling and maintenance of existing social hierarchies will be examined. *3 semester hours*

**DEE605 History of Disability in Education**

This course critically examines the foundational grand narratives of progress and emancipation evident in a traditional or modernist conception of disability in education. Course participants will draw from the critical perspectives of postmodernism and poststructuralism to explore the assumptions, conceptions and discontinuities evident in laws, teacher training, school practices and personal experiences related to educational structure and practices surrounding disability. The course readings and assignments represent a variety of critical research paradigms that serve as examples for student research projects and theses. *3 semester hours*

**DEE690 Seminar: Special Topics in Disability and Equity**

A doctoral seminar dealing with issues in education as they relate to disability and equity. *3 semester hours*

**182 DEE693 Disability Studies Seminar**

This seminar provides students with opportunities to explore and critique the history, contemporary issues, theories, politics, and debates in disability studies; and the applications of disability studies to educational research, policy, and practice. The course uses an interdisciplinary and international literature base. Students are encouraged to complete assignments that empower learners and teachers to work toward social justice in their chosen educational context; to build relationships with practitioners, disabled people and/or policy makers; and to understand and explore the dialectics between practice and disability studies in education. *3 semester hours*

**Early Childhood Education****ECE495 Early Childhood/September Field Experience (0 QH)**

This course is designed to give specific experience in the opening of a public school classroom to the senior level student. Students are to report on the first day of the Fall term and assist the cooperating teacher in preparing the learning environment. Up to 25 preclinical hours may be earned. Advisers have the option of assigning this course, if needed. (For undergraduates this course is ECE390.)

**ECE500 Early Childhood Instructional Methods/Kindergarten**

This course focuses on current research, trends, and instructional methodology in the education of kindergarten-aged children. It is designed for those desiring to implement practices that reflect current research on “developmentally appropriate practice,” and create curricula for young children that reflects the most recent research on effective schools, “readiness,” anti-bias education, and the politics of educational decision making. Techniques for working with computers in kindergartens and for including children with special needs will also be examined. Prerequisite: EPS500A. *2 semester hours*

**ECE501 Early Childhood Instructional Methods/Primary/Language Arts and Social Studies**

This course is a comprehensive study of instructional and evaluational methods for teaching language arts and social studies in the K-3 classroom emphasizing creating a community of learners. It includes methods and technology for working with children with special needs and children in a multicultural setting. Field experiences are required. Prerequisite: EPS500A. *2 semester hours*

**ECE502 Early Childhood Education Preclinical Experiences**

Students will increase their ability to observe very young children and caretakers as well as evaluate infant-toddler environments. A variety of observation techniques will be practiced in preschool settings. Students will study infant-toddler classroom management systems, strategies for guidance

and discipline, the development of self, temperamental differences, social interactions, and planning and evaluating materials, activities, and equipment to promote cognitive development. Effective communication with parents, understanding the influence of cultural and family differences, and planning for children with special needs will be discussed. Twenty-five hours of observation in diverse infant-toddler settings are required. Prerequisite: Degree status in Early Childhood Education and consent of instructor. *1 semester hour*

**ECE505 Early Childhood Instructional Methods/Preprimary/Language Arts, Literature, Art, Music and Movement**

This course is a survey of instructional materials and methods and supportive learning environments for teaching language arts, literature, art, music, and movement to children in pre-primary settings. Students identify, select, demonstrate, and evaluate appropriate activities and teaching strategies for infants, toddlers, and preschool-aged children. It includes discussions of multicultural education and the adaptation of the curriculum for children challenged with special needs. Field experiences required. Prerequisite: EPS500A.

*2 semester hours*

**ECE506 Early Childhood Instructional Methods/Preprimary/Mathematics, Science, and Social Studies**

This course provides survey of instructional materials and methods for teaching math, science, and social studies to young children. Students identify, select, develop, demonstrate, and evaluate appropriate activities and instructional strategies for infants, toddlers, and preschool-aged children. Students will also design and evaluate environments that support development of mathematics, scientific, and social studies concepts. Includes discussions of multicultural understandings and adaptation of experiences for children challenged with special needs. Preclinical experiences are required. Prerequisite: EPS500A. *2 semester hours*

**ECE510 Child, Family and Community**

This course presents theoretical structures for examining the dynamics of family life and its impact on the development of children, for understanding the cultural contexts in which children live and for examining the relationship between parents, schools, and community agencies. The current status of children and their families as it relates to health, safety and child guidance, and the economic and social crises that face them will also be discussed. Students will have an opportunity to look at the personal and cultural filters through which they view children and the process of schooling. They will also have an opportunity to study existing community agencies that support children and families and to discuss the issue of public and personal advocacy. Prerequisite: EPS500A or equivalent.

*(This course is offered in the Early Childhood Leadership and Advocacy Program, ECE510F). 3 semester hours.*

**ECE512 Early Childhood Curriculum**

This course is designed to acquaint students with the basic concepts and principles of the early childhood curriculum. The emphasis of topics and readings is on numerous definitions of curriculum, orientations toward curriculum, curriculum models in early childhood education, and the philosophical underpinnings of approaches to teaching the young child. Emphasis is given to the concept of “developmentally appropriate practices,” including an analysis of the historical development and current criticisms of the concept. Finally, students are taught the role of the curriculum planner and approaches to child guidance, assessment, and curriculum evaluation. *(This course is offered in the Early Childhood Leadership and Advocacy Program, ECE512F), 2-3 semester hours*

**ECE513 Organization and Administration of Early Childhood Programs**

An overview of organizational policies, procedures, and ethics of the profession as they relate to the administration of educational programs for children from birth to eight years old. Evaluates current licensing standards, laws, and regulations regarding health safety, and nutrition. Examines space and equipment usage for meeting program goals. Emphasizes the development of financial management and program evaluation skills related to overall program quality. Includes opportunities to apply key administrative/management concepts to practical experiences in the field. *(This course is also offered in the Early Childhood Leadership and Advocacy Program, ECE513F), 3 semester hours*

**ECE514 Social Policies and Advocacy in Early Childhood Education**

This course provides an integrated study of the role of public policy with respect to services for young children and their families. Students will evaluate various coalition-building strategies and analyze existing political, regulatory, and legislative processes as they relate to children’s issues and those concerning their families. Emphasis is on field experiences that help students develop effective advocacy skills to influence social policy at the local, state, and federal level. *(This course currently offered only in the Early Childhood Leadership and Advocacy Program, ECE514F) 3 semester hours*

**ECE515 Financial and Legal Aspects of Child Care Management**

This course examines the financial and legal issues pertinent to establishing and operating child and family service programs. Emphasis is given to the development of sound fiscal policy that adequately addresses the issues of quality, compensation, and affordability. The course includes a survey of laws and regulations pertaining to licensing, insurance, children’s records, affirmative action and employment provisions, inclusion of special needs children, parental rights, child abuse, and custody. Students will also analyze the legal requirements and tax provisions that relate to the operation of programs with differing legal status (e.g., sole proprietorship, partnership, or a not-for-profit corporation). *3 semester hours*

**ECE524 Fundamentals of Public Relations and Grantwriting**

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This course introduces the fundamentals of promoting and maintaining a positive public image in the community to prospective supporters, donors, and clients. It provides an overview of potential income sources as well as effective fund-raising strategies. Methods for conducting ongoing needs assessment and writing grant proposals will also be covered. Includes opportunities for students to gain proficiency in using public relations and grant-writing skills in their respective roles in different educational organizations. *(This course currently offered only in the Early Childhood Leadership and Advocacy Program, ECE524F). 3 semester hours*

**ECE525 Strategies for Supervision and Staff Development**

This course focuses on the human relations side of administering early childhood programs. It analyzes the objectives and functions of supervision and presents guidelines for recruiting, hiring, training, and evaluating personnel. Examines different conceptual models for understanding job satisfaction and the career stages through which teachers progress. Explores various individual and organizational strategies for reducing stress and promoting optimal performance. Provides opportunities for students to apply models of supervision and staff development in their respective educational settings. *(This course is also offered in the Early Childhood Leadership and Advocacy Program, ECE525F) 3 semester hours*

**ECE530 Children’s Play**

This course explores the nature of play and its role in the cognitive, social, emotional, physical, language, and creative development of children, birth through age eight. In addition, it examines the major theories of play, current research on play behavior, environments that support play, and the role of adults in facilitating play activity. Attention is given to the cultural contexts of play and the importance of play for children challenged by special needs. *2 semester hours*

**ECE532 Advocating for Children with Special Needs**

This course is designed to allow students to build on their knowledge about special education and to expand their understanding of the networks available for addressing the needs of the children in an early childhood setting. Knowledge areas will relate to state and federal guidelines, legal issues, interpreting IEPs and IFSPs, and identifying the characteristics of children with special needs. Community networks will be analyzed for their ability to meet the needs of young children, and to serve an advocacy role for families of children with special needs. Classroom management, staff development, and teacher support will be discussed. The students enrolled in this course will determine the special needs discussed in the class. *2 semester hours*

184 **ECE534 Technology in Child Care Administration**  
 This course provides an introduction to computer technology as an administrative tool in the management of child care programs. Participants will learn how to select computer systems for their organization and develop criteria for choosing hardware, software, and peripherals. Hands-on experience in word processing, spreadsheets, presentation graphics, and database management software will be provided. Also included will be an introduction to the Internet and electronic networking as well as a discussion about legal, ethical, and equity issues as they relate to technology. Previous experience with computers is not necessary. *2 semester hours.*

**ECE535 Technology in Child Care Administration II**  
 This course provides intermediate instruction to computer technology as an administrative tool in the management of child care programs. Participants will learn the higher-level features of operating systems, word processing, spreadsheets, presentation graphics, and database management software. In addition, students will be shown extensive searching techniques for locating and sharing child care information by accessing the Internet. They will also be introduced to personal management, desktop publishing, and photo editing software. The course will conclude with a demonstration of additional hardware devices (e.g., scanners, digital cameras) that compliment several of the software packages previously discussed. Prior knowledge of and experience with computers will be required. *2 semester hours*

**ECE536 The Director as Child Care Advocate**  
 This course will provide an overview of the legislative process at the federal and state levels and suggest ways that early childhood directors can effectively lobby for change. Current state and national legislative issues pertaining to the health, education, and welfare of children will be discussed as well as recent activities of prominent advocacy organizations. A field experience will provide the opportunity to implement a child advocacy action plan. *1-2 semester hours*

**ECE538 Individual and Organizational Perspectives on Adult Development**  
 This course will examine key issues in adult development and socialization as they relate to the early childhood administrator's professional life and growth. Life-span and life-course literature from the fields of psychology, sociology, and anthropology will provide the theoretical framework. Topics covered will include personal dispositions and temperament, ethics and moral development, role perception and role stress, crisis and transition, autonomy vs. inclusion, and the changing nature of relationships over the life-span. The analysis, application, and integration of these themes will be done through narrative journal reflections, metaphoric analysis, and dialogue. *2 semester hours*

**ECE540 Grantwriting and Fundraising for Early Childhood Programs**  
 This course will examine grantwriting and fundraising as an integral part of an organization's strategic plan. Participants will develop short-range and long-range fundraising goals as they relate to program mission and philosophy. Topics included will be potential revenue sources and effective fundraising strategies for early childhood programs. Students will learn the components of an effective grant proposal and the reasons why many proposals fail to get funded. Field experiences will provide an opportunity for students will gain proficiency in conducting a fundraising event or writing a grant proposal for their early childhood program. *1-2 semester hours*

**ECE542 Public Relations and Marketing of Early Childhood Programs**  
 This course introduces the fundamentals of effective marketing, the strategic marketing process, strategic marketing planning, and the components of an organization's marketing program. The importance of promoting and maintaining a positive public image to parents, supporters, and prospective donors will be stressed. Included will be strategies for writing effective promotional literature, handbooks, newsletters, and press releases. Field experiences will provide an opportunity for students to develop a strategic marketing plan for their early childhood center. *1-2 semester hours*

**ECE544 Early Childhood Environments: Design & Facilities Management**  
 This course focuses on the physical environment of child care centers and how facility design affects the behavior of both children and adults. The principles of environmental psychology will provide the framework for assessing both indoor and outdoor environments. Topics also include health and safety considerations and the importance of implementing effective facility management systems. Field experiences will provide an opportunity for students to evaluate design elements of different facilities. *1-2 semester hours*

**ECE545 Strategies for Effective Coaching and Mentoring**  
 This course provides structured opportunities to build and refine mentoring and coaching skills. Students will learn the elements of effective coaching including goal alignment, active listening, asking questions, and giving feedback. The course examines how different communication styles impact interpersonal relationships both on and off the job. Special emphasis is given to issues relating to workplace diversity and their impact on the early childhood leader's role as mentor and coach. A clinical experience is included. *2 semester hours.*

**ECE546 Presentation Skills for Early Childhood Leaders**

This course provides the essentials tools early childhood leaders need for planning and presenting high-impact workshops and formal presentations. Students will learn how to develop training objectives, sequence ideas, prepare visuals, set up the learning environment, and organize presentation materials. Emphasis will be given to delivering presentations with clarity, poise, and confidence. *2 semester hours*

**ECE582C Workshop/ECE/Early Childhood Program Evaluation**

Evaluation has assumed increased importance in early childhood education as program accountability has become a dominant theme for funding agencies. This course is designed for directors and administrators of early childhood programs who want to become better acquainted with the methodology of evaluating and improving programs through action research. It will provide an overview of the role and purpose of evaluation as well as firsthand field experience in using three instruments to assess program quality. *2 semester hours*

**ECE582D Workshop/ECE/The Administration of School-Age Child Care Programs**

This workshop examines the characteristics of quality programming for school-age child care. The advantages and disadvantages of different community models as well as funding and implementation issues relating to the management of school-age child care programs will be addressed. Students will gain field experience assessing the quality of school-age child care programs using one of several program evaluation instruments. This workshop may span more than one quarter. *2 semester hours*

**ECE582E Workshop/ECE/Implementing a Family Responsive Program**

This workshop examines the social, economic, and technological factors which impact upon families in contemporary society and the role of child care centers in supporting these families. Topics will include the director's role in achieving and maintaining quality, the principles of family friendly service, and Total Quality Management as it relates to family responsive policies and practices. Emphasis will be given to developing a mission statement as well as marketing, recruitment, and enrollment literature that promotes a positive family responsive image. Field experiences will assist students in exploring innovative ways to make their centers a part of a community-wide support system for parents. This workshop may span more than one quarter. *2-3 semester hours*

**ECE582F Workshop/ECE/The New Director**

This workshop provides an overview of organizational policies and procedures as they relate to the administration of educational programs for young children from birth to eight years of age. It is designed for new directors or assistant directors of early childhood programs. Topics include current licensing standards, laws, and regulations regarding health,

safety, and nutrition. Issues pertaining to the use of space and equipment, financial management, and program evaluation will also be covered. Includes opportunities for students to apply key administrative/management concepts to practical experiences in the field. *2-3 semester hours*

**ECE582G Workshop/ECE/Writing and Editing for Effective Communication**

This workshop is designed for early childhood program administrators who want to improve their written communication. Participants will learn how to increase the readability, emphasis, and appeal of letters, memos, reports, handbooks, and promotional literature. A review of grammar, APA format, and editing symbols will also be included. *1 semester hour*

**ECE582H Workshop/ECE/The Art of Leadership: A World View**

This workshop provides a structured opportunity for participants of the World Forum in Early Care and Education to meet together to reflect on their connections, experiences, and insights gained from the conference. Topics will include cross-cultural approaches to the delivery of center-based early childhood services, contrasting leadership models, variations in training and staff development, financing of early childhood programs in different countries, and the impact of violence, deprivation, poverty and Aids on children living in different parts of the world. *3 semester hours*

**ECE582I Workshop/ECE/Administration/Leadership Connections**

This workshop provides a structured opportunity for participants of the Leadership Connections Directors' Conference to reflect on the knowledge, experience, and insight gained from the conference and to achieve specific competencies required for the Illinois Director Credential. Attendees will have the opportunity to attend a policy forum, skill-building clinic, and seminar on focused topics relating to the competency areas addressed in the Illinois Director Credential. During an online discussion group following the conference, participants will share the outcomes of a field project relating to their area of concentration. This workshop may be taken more than once. *2-6 semester hours*

**ECE582J Workshop/ECE/The Administration of Infant/Toddler Programs**

This workshop examines the characteristics of high-quality care and education for infant and toddler center-based programs. A model for integrating developmental theory with best practices for infants and toddlers will be presented. The unique needs of infant/toddler teachers will be addressed along with administrative supports needed to maintain high-quality programming. This workshop may span more than one quarter. *2 semester hours*



**186 ECE584A Workshop/ECE/Multicultural and Anti-Bias Education**

This workshop will assist early childhood educators in assessing and developing multicultural and anti-bias curriculum for their classrooms and programs. The meaning and context for multicultural and anti-bias education will be presented and explored with critical thinking and personal self-reflection utilized as the primary tools of evaluation. Historical, personal, and social implications of multicultural and anti-bias education will be examined. Participants will be encouraged to creatively brainstorm their own personal and professional motivations toward the topic. *1 semester hour*

**ECE585R Workshop/ECE/The Reggio Emilia Approach**

This workshop covers the fundamentals of the Reggio Emilia approach. Themes include: images of the child; collaboration between teachers, children, parents, and community; and planning using an emergent curriculum. Adaptations inspired by Reggio Emilia will also be covered. *2 semester hour*

**ECE590 Student Teaching in Early Childhood Education**

The student teaching experience provides an opportunity to develop and refine teaching skills with children from birth through eight years of age. Placement is made in consultation with the faculty adviser in accordance with student's career goals and experience. Supervised experiences must be in approved programs. Students should make arrangements with their faculty adviser for placement two quarters before registering for student teaching credit. Prerequisites: Degree status, completion of methods course work and preclinical hours, and consent of department. *2-5 semester hours*

**ECE593 Seminar in Early Childhood Education**

This course is a culmination of advanced-level course work in early childhood education. It is designed to advance the research, inquiry, writing, and presentation skills of students as they prepare an extensive paper on a topic of their choice and make oral presentations of their findings. Their topic must have relevance to practitioners and leaders in the field of early childhood. In addition, students will discuss the theoretical foundations of practice, current issues, and recent research in the field. *2 semester hours*

**ECE594 Independent Study/Early Childhood Education**

Provides students in degree programs an opportunity to pursue advanced scholarly study in special areas of early childhood education or to investigate practical problems relating to early childhood programs. Must be done under supervision of a full time faculty member. *1-3 semester hours*

**Educational Leadership****EDL501 Educational Finance**

The educational finance course is a practice oriented experience which informs the student about the historical perspective of funding schools and the significant role which the local property tax has played in school funding. The role of state and federal funding along with increasing state and federal control is reviewed. The purposes of general and categorical aid are discussed along with a review of the various categorical aid programs available through the state and federal governments. Issues of equity, adequacy and appropriateness in relation to the roles of local property taxes, as well as federal and state funding are identified. The ability and willingness to pay are reviewed. Students are required to review local and state budget documents, understand current technologies and formulate a school district budget as part of the course requirements. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. *2-3 semester hours*

**EDL502 Educational Law and Governance**

The law and governance course presents the legal and legislative bases of public education. The school code, federal and state court decisions, and federal and state legislation are studied and analyzed in this course. Along with general educational legislative issues, specific items such as substance abuse, employee discipline and dismissal procedures, and faculty and students rights are addressed. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. *2-3 semester hours*

**EDL504 School and Community Relations**

This course provides students with the knowledge and skills necessary for understanding the interaction between schools and their communities; initiating and maintaining effective communications among school personnel, families, students, and other community members; and developing educational policies and programs which best reflect the community's needs and desires. Interactive, participatory communications are emphasized to reduce isolation and increase responsiveness between constituency groups and the schools. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. *2-3 semester hours*

**EDL506 Collective Negotiations and Personnel Administration**

This course prepares the student to manage differences among individuals and groups in educational settings and to promote and maintain collaborative employer-employee relationships. Particular emphasis is given to the knowledge, strategies and skills needed for interest-based and strategic collective negotiation processes and outcomes, effective contract analysis and administration, and the appropriate involvement of employee organizations and leadership in educational renewal and decision making. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. *2-3 semester hours*

**EDL510 Leadership and Organizational Development of Schools**

This course acquaints each student with theories and strategies of leadership affecting administration and organizational development of schools. Specific attention is given to change theory, long range planning, decision-making process, motivational and social systems theories. This course provides students with a solid foundation in the research and practice of effective leadership in schooling. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations.

*2-3 semester hours*

**EDL512 Communication and Technological Skills for School Leaders**

Communication skills play an essential role in leading a school system. Listening, diagnosing, analyzing and responding skills are critical elements of quality leadership behavior. Specific communication strategies are suggested to enhance the effectiveness of the school leader at the organizational and individual levels. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations.

*2-3 semester hours*

**EDL546 Perspectives on and Administration of Educational Policies**

This course focuses on the conceptualization, adoption, implementation, and assessment of educational policies. It involves the analysis of policies in relationship to their suitability for achieving preferred aims of education, particularly through the use of a case study approach. It is attentive to the ways historical, political, legal, social, and institutional contexts shape administrators' and other policy makers' ability to initiate, implement, modify, or resist given policies. Special attention is devoted to policy making at the local level. Toward this end, authority relations within school systems are examined, and relationships between the formal mechanisms of school governance and various stakeholders are explored.

*3 semester hours*

**EDL551 System and Staff Development**

This course focuses on the leadership roles and responsibilities related to personal and professional development of staff within the school organization. The process of change for individuals and organizations is examined. Program planning models are reviewed and evaluated. Each student will apply skills in conducting needs assessments and developing planned change strategies for individuals and organizations. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations.

*2-3 semester hours*

**EDL552 Administration of Curriculum**

This course focuses on the roles and responsibilities of the administrator as an instructional leader and facilitator of the curriculum development process. Curriculum development theory is explored and existing models of curriculum planning

are examined. Systemic change is addressed as a need for curriculum revisions or additions to meet the aspirations of an increasingly diverse and global society. Students will be exposed to a large body of knowledge focused on cognitive development, leadership styles, assessment processes, research data collection and analysis, resource allocation and collaborative decision-making focused on the task of instructional leadership and facilitation. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations.

*2-3 semester hours*

**EDL553 Supervising Instruction**

In this course the student operationalizes the assumptions of nondirective and collaborative evaluation processes. The skills needed for effective supervision that result in professional development are developed and intensively practiced, including joint planning, observation and data collection, analysis of teaching and learning, and feedback. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional session to meet clinical expectations.

*2-3 semester hours*

**EDL554 System and Staff Evaluation**

Summative evaluation of and within any system is critical to demonstrate continuous improvement of the system. Various skills and tools are needed to determine growth and informed decision making to improve the quality of evaluation. Understanding systems, educational and instructional, and how to improve them using quality process strategies are demonstrated within this course. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations.

*2-3 semester hours*

**EDL581 Workshop/Educational Leadership/Leadership Strategies**

*1-4 semester hours*

**EDL582 Workshop/Educational Leadership/Supervision and Evaluation**

*1-4 semester hours*

**EDL587 Workshop/Educational Leadership/Policy Implementation**

*1-4 semester hours*

**EDL588 Workshop/Educational Leadership/Organizational Development**

*1-4 semester hours*

**EDL589 Workshop/Educational Leadership/Politics and Law**

*1-4 semester hours*

- 188 **EDL590A Clinical Internship/Educational Leadership/Early Childhood**  
**EDL590B Clinical Internship/Educational Leadership/Middle School**  
**EDL590C Clinical Internship/Educational Leadership/Secondary**  
**EDL590D Clinical Internship/Educational Leadership/Exceptional Children**

The Educational Leadership Clinical Internship is designed to meet the Florida program requirement for individuals whose training and experience allows them to develop professionally through the application of theory and research to administrative practice. Each student will take a total of six hours focused on either Early Childhood, Middle School, Secondary Education or Exceptional Children in conjunction with EDL501; EDL504; EDL510; EDL512; EDL552 and EDL553. Students will work in cooperating public school systems to test and refine the wide range of personal and professional competencies associated with effective leadership in district level administrative positions. Prerequisite: Admission to Educational Leadership Program. *1-4 semester hours*

**EDL591 Field Study/Educational Leadership**  
*1-4 semester hours*

**EDL593 Seminar in Educational Leadership**  
 An advanced seminar dealing with current issues in administrating and supervising schools K-12. *2 semester hours*

**EDL594 Independent Study/Educational Supervision**  
 Provides participants with the opportunity to explore a topic of their own choice related to professional development and growth, educational supervision and educational leadership. (Offered in the Interdisciplinary Studies program only.) *3 semester hours*

**EDL594A Independent Study/Educational Leadership**  
*1-3 semester hours*

**EDL601 School Financial Management**  
 This course acquaints the student with the operational procedures and structures of public school finance in Illinois. It reviews the social, economic, and political consideration in financing education. The roles of federal, state, and local governmental financial support are also examined. *3 semester hours*

**EDL602 Leadership and Management Strategies**  
 This course is designed to assist leaders in the management of change and deals with the developing strategies of implementing change. The theories and strategies discussed center on the individual, group, and organization. Each student is made aware that successful organizational change depends on effective diagnosis of subsystems within the organization, the organization's culture, and environmental forces. Strategies for team building, improving decision making in the system, and changing the culture of the organization are examined as a result of the diagnosis. *3 semester hours*

**EDL603 Educational Planning and Decision-Making**  
 This course examines planning and decision making at both the policy and operational levels. It emphasizes individual, group, and organizational decision making. This course reviews decision-making theory, social, political and economic influences on planning and decision making, and the P.I.E. (planning, implementing, and evaluating) cycle of decision making. *3 semester hours*

**EDL604 Administrative Issues for Pluralistic Schools**  
 This course is designed to develop in students an awareness of the pluralistic society in which we live and the impact of pluralism on schools. Students are expected to analyze and/or develop district policies relative to cultural pluralism in the schools. A field experience requires the student to make administrative recommendations to a school district regarding appropriate policies and procedures in a pluralistic setting. *3 semester hours*

**EDL620 School Policy and Politics**  
 This course focuses on understanding political dimensions involved in building local, state, and national support for education. Policy, process, and political actions at the district level are to be analyzed and assessed. A field application analyzing policy and political systems at the school level is required in the course. *3 semester hours*

**EDL622 Curriculum Planning, Organization and Evaluation**  
 The purpose of this course is to identify and explore ways of thinking about curriculum planning, organization and evaluation. Those areas will be considered through examination of contemporary curriculum proposals and ideas drawn from those prominent during any cycle of the course. The course will involve a field research project as well as group deliberation regarding whether and how various proposals and ideas might be included in ongoing curriculum plans in a school or district. *3 semester hours*

**EDL624 Professional Development and School Change**  
 This course focuses on the nature, dimensions, and contexts of professional development in the field of education. Such professional development is examined within a framework of school change and recent history of school reform efforts. The course explores the instructional implications of professional development within this context. *3 semester hours*

**EDL690 Educational Leadership Internship**  
 The Educational Leadership Doctoral Specialist Internship is designed for selected individuals whose training and experience allows them to develop professionally through the application of theory and research to administrative practice. Interns will be placed in cooperating public school systems to test and refine the wide range of personal and professional competencies associated with effective leadership in district level administrative positions. The intern will engage in

administrative activities directly related to district level functions such as finance, operations, personnel, and curriculum and instruction. Each student in the Educational Leadership Program is required to register for a total of 6 semester hours. *1-4 semester hours, variable credit per quarter.*

#### **EDL693 Educational Leadership Seminar**

The Educational Leadership Doctoral Specialist intern seminar provides an opportunity for administrative interns to integrate practical experience with theoretical models addressed in the program course work. Students meet with the seminar professor to review the activities in which the interns are involved, share experiences, and products, discuss the degree of success achieved, analyze administrative styles of cooperating administrators, analyze interpersonal relationships and integrate these with the theoretical modes, processes and skills. Each student in the Educational Leadership Program is required to register for a total of 3 SH. *1-3 semester hours, variable credit per quarter.*

## **Elementary Education**

#### **ELE540 Elementary Methods Across the Curriculum**

This course will address pedagogy and recent developments in theory, curriculum, methods, materials, and instructional issues related to teaching and learning of science, mathematics, and social studies in the elementary classroom. It is designed to develop beginning knowledge, skills and dispositions that will enhance the ability to teach and to integrate content areas. Open only to admitted M.A.T. students in alternative programs. *4 semester hours*

#### **ELE545 Methods of Teaching Arts Education**

This course provides M.A.T. program candidates with the basic knowledge, understanding and use of the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary and middle level students. The course focuses on methods used to teach the arts across disciplinary content areas to individuals and groups. The appropriate use of technology in arts education is included. The course approaches the arts as a means for facilitating multiple intelligences for all learners. Prerequisites: Admission to the M.A.T. Program in Elementary Education. *2 semester hours.*

#### **ELE547 Methods of Teaching Health and Physical Education**

This course provides elementary education M.A.T. program candidates with the basic knowledge, understanding and concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. Candidates will also know, understand, and use human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life. The course will orient the interrelationships and connections between health and physical education. Prerequisites: Admission to the M.A.T. Program in Elementary Education. *2 semester hours.*

#### **ELE580 Elementary Education: Practicum I**

This course introduces elementary education teacher candidates to the roles and responsibilities of teachers in grades K-8. The course combines university and field experiences focusing on active involvement with a cooperating teacher and his/her class. The course orients candidates to the profession through study and application of instruction to support the learning of individuals and groups. Candidates gain an initial understanding of environments that encourage learners and collegial relationships in the school. The course is to be taken early in the program. The course is a prerequisite for ELE581 Elementary Education: Practicum II. *2 semester hours*

#### **ELE581 Elementary Education: Practicum II**

This course continues the professional development of elementary education teacher candidates concerning the roles and responsibilities of teachers in grades K-8. The course combines university and field experiences focusing on active involvement with a cooperating teacher and his/her class. The course advances candidate's engagement in the profession through study and application of instruction to support the learning of individuals and groups. Candidates advance their understanding of environments that encourage learners and collegial relationships in the school. The course is a prerequisite for ELE590 Student Teaching. All placements are made by the University. Prerequisites: Admission to the M.A.T. program, EPS500B\*, EPS510\*, FND504, SPE500, ELE580 and any two methods courses. *2 semester hours*

#### **ELE583 Workshop/Elementary Education/Contemporary Issues**

*1-4 semester hours*

#### **ELE583A Workshop/Elementary Education/Beginning Teachers**

This course is designed for beginning teachers, those in their first three years of teaching, aimed at providing support and assistance during this crucial time in the development of a teaching career. It is also intended to encourage continued professional growth. The class meets for the entire year; it begins Fall Quarter only and continues through Spring Quarter. (Cannot apply toward an M.A.T. degree.) Prerequisites: standard teaching certificate, current teaching position. *2 semester hours*

#### **ELE585 Workshop/Elementary Education/Instructional Practices**

*1-4 semester hours*

**190 ELE587 Resident Teacher Practicum In Elementary Education**

Resident Teacher Practicum is a course of directed observation and participation in an elementary school setting aimed at providing a variety of in-depth education experiences prior to student teaching. The course integrates field-based experiences with on-site seminars for pre-service teacher candidates who are working full-time as teacher assistants in K-8 classrooms. During the course, students (residents) complete 30 observation hours at another school site. They also complete an additional 40 hours in a classroom in their school at a different grade level than their own work assignment. Prerequisites: Acceptance in the M.A.T. Elementary Education Program. Acceptance in a full-time resident program as a teacher assistant. *2 semester hours.*

**ELE590 Student Teaching**

This course concludes the pre-service professional development of elementary education teacher candidates concerning the roles and responsibilities of teachers in grades K-8. The course combines university and field experiences focusing on active involvement with a cooperating teacher and his/her class. The course advances candidate engagement in the profession through study and application of instruction to support the learning of individuals and groups. Candidates advance their understanding of environments that encourage learners and collegial relationships in the school. All placements are made by the University. Prerequisites: Admission to the M.A.T. program, completion of all professional education requirements, four or fewer general education requirements to be completed. *6 semester hours*

**ELE591 Extended Student Teaching**

This course is designed for students in the Elementary Education M.A.T. Program in Wisconsin to be taken in conjunction with ELE 590. This course helps students meet the required weeks of student teaching for the State of Wisconsin. Prerequisites: Admission to the M.A.T. Program in Elementary Education in Wisconsin and ELE 590. *3 semester hours.*

**ELE592 Elementary Education Alternative Certification: Internship**

This seminar is required for alternatively certified teachers currently teaching in Chicago Public Schools as a part of the National-Louis University, Teach For America, Chicago Public Schools Partnership. The seminar provides the student-practitioners an opportunity to describe and reflect upon their knowledge, skills and dispositions for teaching; to evaluate and integrate theory and practice; to examine implications of practice for themselves, students and community. Also, each student-practitioner is mentored in the classroom by an experienced, certified teacher and a university supervisor. Students enroll in seminar for the three consecutive terms to total 6SH during their first year of teaching. Prerequisites: The student-practitioner must be working as an alternatively certified elementary school teacher through the National-Louis University, Teach For America, Chicago Public Schools partnership. *1-6 semester hours.*

**ELE593 Seminar in Elementary Education for the ARC Program**

The seminar provides ESL/Bilingual non-certified teachers, who are currently teaching in elementary schools and seeking the Elementary Education certification (Type 03) and ESL/Bilingual approvals, with an opportunity to describe and reflect upon their knowledge, skills, and dispositions for teaching and learning; to evaluate and integrate theory and practice; and to examine implications of practice for themselves, their students, and their community. Also, each student-practitioner is mentored in the classroom by an experienced, certified teacher and a university supervisor. Seminar is taken for two semester hours per quarter for three consecutive quarters during which the student-practitioners are teaching. Prerequisites: The student must be working as an elementary school teacher under a Type 29 certificate. *6 semester hours*

**ELE594 Independent Study/Elementary Education**  
*1-4 semester hours***ELE595 Selected Topics/Elementary Education**  
*1-4 semester hours***ELE 597 Resident Student Teaching in Elementary Education**

The key purpose of full-time, university supervised student teaching is to enable pre-service teachers to make the transition into the profession of teaching. Beyond time spent in a classroom with students, teacher candidates build relationships with colleagues, administrators, and parents as well as focus on their own individual development. A monthly student teaching seminar is an integral part of the student teaching experience. The purpose of the seminar is to provide teacher candidates with a framework of support, reflection and instruction as they meet the responsibilities of student teaching and fulfill the NCE Elementary Education Program requirements for this course. Prerequisites: Successful completion of ELE 587 Resident Teacher Practicum in Elementary Education. Pass the Illinois Elementary Education State content test (03), or its equivalent (for out of state students). *6 semester hours.*

**Educational Psychology, Doctoral****EPD647 Advanced Human Development**

This course is designed to enhance doctoral students and advanced school psychology students understanding of current developmental theories and research and the implications of these to psychological and educational practice. The course focuses on selected key theories and research related to the interaction of biological, cognitive, social, educational, familial and cultural factors influencing development during infancy, early childhood, middle childhood, adolescence and adulthood. Students explore an area or topic of their choice in depth through selected readings, class discussions, oral presentation, and integrative paper. *3 semester hours*

**EPD648 Human Development: Adulthood**

Through this course students explore theory and research in human development from early adulthood through all adult years. An emphasis is placed upon the examination of sequences of life tasks inherent in a pluralistic society. Topics may include: history and research; biological, physical, and health issues; theories of adult development; cognitive functioning; social relationships; marriage; parenthood; and occupations and careers. Prerequisites: EPS500 or equivalent. *3 semester hours*

**EPD649 Human Development: Adolescence**

Through this course students explore current research on the emotional, physical, social, and intellectual development of adolescents in pluralistic societies. Students are encouraged to critically examine literature on developmental challenges to youth at middle school and secondary school levels such as establishing an integrated identity, sex-role identification, peer group involvement, family relationships, values orientation, achievement motivation and career-vocational planning. Prerequisites: EPS500 or equivalent. *3 semester hours*

**EPD650 Human Development: Infancy and Early Childhood**

The course involves an in-depth study of selected current topics in the areas of biological, cognitive, emotional, and social development in the early years of life. The latest trends in quantitative and qualitative research will be explored and the implications for educational intervention will also be considered. An emphasis will be placed on the development of children within the context of their family and diverse cultural communities. Prerequisites: EPS500 or equivalent. *3 semester hours*

**EPD651 Applied Clinical Neuropsychology**

Designed to review neuropsychological theory and function with particular emphasis on higher cortical processes. Attention will be given to a wide range of formal and informal nondiscriminatory assessment tools and their relationship to school-related problems. The neuropsychology of reading, language, and learning disabilities will also be discussed. Prerequisite: EPS503, or consent of instructor. *2 semester hours*

**EPD652 Advanced Clinical Neuropsychology**

Designed to review neuropsychological theory and function as it relates to Luria's model. Emphasis will be placed on the administration, scoring, interpretation, and clinical utility of the Luria Neuropsychological Battery and its screener. Issues of assessment bias will be addressed. Prerequisites: EPS503, EPD651. *2 semester hours*

**EPD653 Personality Assessment II: Uses of the Rorschach Test**

Students will gain supervised experience in administering, scoring, and interpreting the Rorschach test. Theoretical, developmental, and multicultural issues applied to personality assessment are covered. Rorschach data will be integrated with other types of test data in report writing. Prerequisites: EPS517 and EPS531, or consent of instructor. *3 semester hours*

**EPD655 Child and Adolescent Psychopathology**

This course covers psychopathology in children and adolescents. It includes current knowledge and issues about etiology, symptomatology, classification, and intervention from a variety of theoretical perspectives. Multicultural aspects of disorders are addressed. Prerequisites: EPS507 or equivalent, or consent of instructor. *3 semester hours*

**EPD656 Communication and Personality Change**

This course is an introduction to Neurolinguistic Programming. Neurolinguistic Programming is based on principles derived from neuropsychology, psycholinguistics, communication theory, and computer theory. It elicits strategies of information processing and facilitates rapport, information gathering, and learning more effective communications skills and change techniques. Prerequisite: Consent of instructor. *3 semester hours*

**EPD657 Psychopharmacology for School Personnel**

Designed to review the most current models of the biochemical, pharmacological, and medical insights relevant to usage of the most widely used prescription drugs that school personnel encounter and should understand. This course will place emphasis on the critical review of literature, related use of drugs as well as their side effects, and alternative natural forms of therapy. It is not intended to be a medical course. Ethical issues relevant to school personnel will be emphasized. Prerequisites: EPS503, EPD651, EPD652, or consent of instructor. *2 semester hours*

**EPD658 Brief Therapy and Interventions in Educational Settings**

In this course students examine forms of brief therapeutic interventions which can be applied in educational settings. Students explore theories, research, and applications of short-term therapeutic methodologies. Topics include different cognitive therapies, neurolinguistic programming, and solution-focused therapy. Students apply these therapies for interventions with students, teachers, and families within educational systems. Prerequisites: admitted school psychology student, EPS520, EPS562D,E,F, or consent of instructor. *3 semester hours*

**Educational Psychology Doctoral Courses****EPD662A Doctoral Seminar I: History and Systems of Psychology**

This seminar focuses on the evolution of psychology as a field of study. Students read both foundational and contemporary theory and research to understand the historical progression of major schools of thought in psychology. Students examine the interrelationship between theory and research as it relates to human growth and development and those practices that promote healthful human functioning. This seminar is first in a sequence of seminars for Educational Psychology doctoral students, and is open to other students with advanced standing. *2 semester hours*

192 **EPD662B Doctoral Seminar I: Views of Self and Self Development**

This doctoral seminar focuses on healthy human functioning, development, and learning through theory and research on the self. Students read, discuss, and critically reflect upon foundational literature and contemporary theory and research on the topic. An emphasis is placed on developmental and contextual processes promoting healthy individual functioning and the prevention of mental health problems. This seminar is required for Educational Psychology doctoral students, and is open to other students with advanced standing. *2 semester hours*

**EPD662C Doctoral Seminar I: Views of Relationships and Relational Development**

The purpose of this doctoral seminar is to provide students with a forum for studying relationships and the role of relationships in human development and learning. Students critically examine theory and research on different types of relationships in order to understand the significance of a relational frame for conceptualizing individual needs and educational practices and problems. An emphasis is placed on relational issues to schooling and mental health. This seminar is required for Educational Psychology doctoral students, and is open to others with advanced standing. *2 semester hours*

**EPD662D Doctoral Seminar I: Views of Community and Community Development**

The doctoral seminar focuses on healthy human functioning, development, and learning using a contextual systems framework. An emphasis is placed upon culture and community as a context for individual development and adaptation. Students read, discuss, and critically reflect upon contemporary literature on developmental systems theory and cultural psychology. This seminar is required for Educational Psychology doctoral students, and is open to other students with advanced standing. *2 semester hours*

**EPD663A Doctoral Seminar II: Prevention Models and Community Development**

The doctoral seminar focuses on community-based programs and practices for promoting healthy adaptation, learning, and development. Students investigate psychological and educational practice models promoting resiliency and healthy development in individuals, families, and community. Students also explore models of early intervention and risk reduction. This seminar must be taken in conjunction with the Educational Psychology Advanced Practicum (EPD664). This seminar is required for School Psychology doctoral students and is open to other students with advanced standing. *1 semester hour*

**EPD663B Doctoral Seminar II: Prevention Models and Relational Development**

This doctoral seminar focuses on psychological and educational practices for promoting healthy relationships among children, youth, educators and parents. Students explore a variety of intervention and prevention approaches for helping individuals

understand and manage the challenges of initiating and maintaining relationships. An emphasis is placed on preventive interventions designed to promote a pro-social orientation among children and youth in educational settings. This seminar must be taken in conjunction with the Educational Psychology Advanced Practicum (EPD664). This seminar is required for School Psychology doctoral students and open to other students with advanced standing. *1 semester hour*

**EPD663C Doctoral Seminar II: Prevention Models and Individual Development**

This doctoral seminar focuses on psychological and educational practices designed to promote healthy adaptation and coping in individuals. Students explore a variety of intervention and prevention approaches within educational contexts. An emphasis is placed on preventive interventions that use a developmental/systems framework and that promote resiliency and a pro-social orientation for children and youth at risk. This seminar must be taken in conjunction with the Educational Psychology Advanced Practicum (EPD664). This seminar is required for School Psychology doctoral students and is open to other students with advanced standing. *1 semester hour*

**EPD664 Advanced Practicum in Educational Psychology**

This practicum offers students an opportunity to gain experience in the schools with prevention services. Students spend one half day per week in the field to develop and implement programs that promote healthy development and learning. This practicum is intended for doctoral students with advanced standing. Students enroll for one semester hour over three consecutive quarters. This practicum must be taken in conjunction with the Educational Psychology Doctoral Seminar II (EPD663A, B, C) (*Students register for 1sh per quarter*) *1-3 semester hours*

**EPD665 School Psychology Supervision Practicum**

This practicum is intended for advanced school psychology doctoral students and certified school psychologists interested in gaining knowledge and skills in the supervision of beginning school psychology students. Participants mentor practicum and intern school psychology students as they gain experience in their field sites and the university clinic. (*Students register for 1sh per quarter*) *1-3 semester hours*

**EPD690A Internship in Educational Psychology**

Prerequisite: Consent of instructor. *1-6 semester hours*

**EPD694 Independent Study in Educational Psychology**

*1-3 semester hours*

**EPD695 Selected Topics in Educational Psychology**

*1-3 semester hours*

## Educational Psychology

### EPS500A Human Development with a Focus on Early Childhood

This course introduces development from birth through adolescence, with a special focus on early childhood development (birth through eight years old). Students examine and evolve 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. Students will reflect critically on implications of early development within and across the various domains for living and learning, during and beyond early childhood. 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 10-15 hours of observation. Please note that only one version of EPS500 may be counted toward a degree. *3 semester hours*

### EPS500B Human Development with a Focus on Elementary and Middle Childhood

This course introduces human development from birth to adolescence with a special focus on development during ages 5 through 11. Emphasis is placed on the physical, intellectual, emotional/social, and cultural development of the child and the implications on living and learning. A study of learning issues commonly identified during this period will be discussed, as well as issues concerning social-emotional well-being and health issues of middle childhood. Students will also critically examine, explore, and discuss changes in the social roles of youth, including peer and family relations and school influences on learning and development. An observational component will be required of all students. Please note that only one version of EPS500 may be counted toward a degree. *2 semester hours*

### EPS500C Human Development with a Focus on Young Adolescence (10-14)

This course introduces human development with a special focus on young adolescent development from 10-14 years old. Students examine and develop an appreciation of the unique needs of development during this growth. Emphasis is placed on the physical, intellectual, emotional/social, spiritual, and cultural development of the young adolescent and the implications on living and learning. An in-depth study of young adolescent health issues is also an essential part of this course. Students critically examine, explore, and discuss changes adolescents experience that might involve them in risky behaviors, possibly jeopardizing their current health status, but also possible life-long health status. Students learn the value of developing collaborative relationships with community health resources. Please note that only one version of EPS500 may be counted toward a degree. *3 semester hours*

### EPS500D Human Development with a Focus on Adolescence

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This course introduces human development with a special focus on adolescent development from 11-18. Students examine and develop an appreciation of the unique developmental needs of adolescents as nested within the broader framework of human development. Emphasis is placed on the implications of physical (including adolescent health issues), cognitive, emotional/social, spiritual, and cultural development of the adolescent for living and learning. Students critically examine, explore, and discuss developmental changes adolescents experience that might lead them to become involved in risky behaviors, possibly jeopardizing them both in the present and the future. Students learn the value of developing collaborative relationships with community resources to provide comprehensive services for adolescents. Please note that only one version of EPS500 may be counted toward a degree. *2 semester hours*

### EPS500F Contemporary Survey of Child Development

Explores current research and major theoretical positions in child development. Course content includes the study of children's cognitive, social, emotional, physical, language, moral, and perceptual development with special emphasis placed on understanding the integration of these developmental processes in normal and exceptional child development. Includes field observations. Students learn to critique child development research and use the resources of the library and different computerized data-bases to write a review of the literature on a selected topic. Please note that only one version of EPS500 may be counted toward a degree. *(This course is available only in the Early Childhood Leadership and Advocacy Program). 3 semester hours*

### EPS503 Neuropsychology of Behavior and Learning

This course helps students develop an understanding of the basic structures, functions, and physiology of the central nervous system thought to underlie behavior and learning. The overall goal is to help students gain a better understanding of brain mechanisms and related physiological systems which mediate developmental, adaptive, and dysfunctional behavior. *2 semester hours*

### EPS507 Abnormal Psychology

This course discusses psychopathology and abnormal modes of human functioning throughout the lifespan. Psychopathology will be examined from an integrated cultural, genetic, neurophysiological, psychogenetic, and social perspective. Etiology, symptomatology, and therapeutic interventions related to various psychopathologies will be examined critically. The use of DSM-IV for diagnosis and understanding of psychopathology will be discussed. Prerequisites: EPS500 or EPS510 or equivalent. *3 semester hours*



194 **EPS508 Foundational Studies II: Diverse Experiences of Learning and Schooling**

This course is the second in a three part alternative core of courses that is offered in select cluster groups. This course, along with FND506 and ESR509 must be taken in sequence and no substitution is allowed. In these courses students explore educational issues from historical, social, psychological, and philosophical perspectives through this integrated interdisciplinary forum. A problem-based inquiry approach enables students to link theory and practice at multiple levels, including that of the individual, the classroom, the school community, and the larger society. Students use the literature from educational psychology and educational foundations to actively examine educational issues and to critique their own assumptions about human learning and development and a proper educational experience. Through interpretive and empirical inquiry, students further expand their understanding of these issues as well as their understanding of educational research processes.

Drawing from the foundational framework developed in Term I, students in EPS508 explore issues of diversity and education. Students critically examine the dynamic interactions between society, community, family, classroom, and the individual as they relate to processes of schooling, learning and human development. *2 semester hours*

**EPS510 Theories of Teaching & Learning**

This course explores theories and current research in educational psychology as they relate to questions of teaching and learning. As they examine and discuss literature in the field, students also have an opportunity to reflect upon their own experiences and assumptions regarding teaching/learning. Questions of assessment, diversity, classroom management, and motivation will also be explored. Students will critically analyze theoretical constructs and apply them to simulated educational situations and field experiences. *2 semester hours*

**EPS517 Theory and Research in Social Psychology and Personality**

The purpose of this course is to provide students with a foundation in personality and social psychology. Students review major principles and research regarding the individual in a culturally diverse society. Broad topic areas include personality theory, social interaction and communication, group process, and community relations. Students also explore applications of this work to current issues in education. Prerequisites: EPS500 or equivalent. *3 semester hours*

**EPS520 Theories and Practices of Guidance and Counseling**

This course provides graduate students with an understanding of the role of guidance and counseling in a variety of public and private settings. An in-depth presentation of different therapeutic strategies will be explored in order to provide the student with an opportunity to understand which treatment approaches are most appropriate given the individual and family problems which are frequently presented in counseling and/or therapeutic

relationships. Students will have an opportunity to practice these strategies within the context of the class. Emphasis will be placed on how the psychologist working in the schools can integrate counseling techniques to facilitate therapeutic change. The application of counseling approaches to culturally diverse populations will also be explored. *3 semester hours*

**EPS521 Theories and Applications of Group Dynamics in Educational Settings**

This course provides students with the opportunity to examine and apply theories of group dynamics as they affect children and adults in diverse educational and therapeutic settings. Students will be encouraged to reflect on their own group experiences and will be required to analyze and communicate how group dynamics affect the functioning of individuals and groups as a whole within various cultural contexts. Prerequisites: graduate student standing, EPS500 or equivalent, or consent of instructor. *3 semester hours*

**EPS523 Short-Term Family Therapy**

In this course students examine general systems theory as applied to short-term family intervention strategies. Students critically evaluate current research and theories on which various forms of therapy are based. Short-term models of therapeutic interventions applicable for educational settings will be examined. Prerequisites: admitted school psychology student, EPS520, EPS562D,E,F, or consent of instructor. *3 semester hours*

**EPS524 Guidance Skills for the Middle School Teacher**

Helps teachers develop practical, basic counseling skills that can be used within their own classrooms. Basic contents include: decision-making strategies, group dynamics and leadership theories, specific guidance techniques, and related literature, values clarification procedures, program design, diagnosis of individual needs, problem-solving techniques, self and peer evaluations, classroom climate development, guidance principles, and review of literature related to middle school students. Teachers in this course are asked to implement the skills in their classrooms and analyze the results. *2 semester hours*

**EPS526 Organizational Theory, Group Dynamics, and Leadership Applications**

An analysis of social interaction in groups. Using Systems Theory as an integrating paradigm, this course is designed to deepen the student's awareness of how s/he affects and is affected by others in different group situations. Personal assessment is continuous throughout the course as students examine different ways of working effectively in groups as both leader and group member. Includes an analysis of leadership style and principles of organizational climate as they relate to the organizational context of early childhood education. Provides opportunities for students to apply the concepts of group dynamics and models of leadership in their respective educational settings. (*This course is also offered in the Early Childhood Leadership and Advocacy Program, EPS526F.*) *3 semester hours*

**EPS527 Group Theory and Classroom Applications**

Students explore ways of working effectively in groups as a member and facilitator. Building on theoretical bases of social psychology and group dynamics, participants examine the functioning of groups in classrooms, schools and their own M.Ed. groups. A purpose is to deepen students' self-awareness, how they effect and are effected by others in group situations, and how member and leader roles interconnect. *3 semester hours*

**EPS528 Human Development and Learning**

Encourages participants to bring a critical perspective to the study of major theories of human development and learning with particular attention paid to how such theories help teachers understand the contemporary issues and problems facing their students. Teachers will use field experiences and classroom application to sharpen their critical understanding of the place of such theories in their professional work. *3 semester hours*

**EPS529 Human Development and Learning II: Contemporary Issues**

An analysis of contemporary issues and concepts in human development and learning. Students will conduct a project that investigates the impact of these issues and concepts on classrooms, schools, and community. (Offered in the Interdisciplinary Studies program only). *3 semester hours*

**EPS530 Diagnostic Testing/Individual Educational Assessment**

This is an introductory course in the theories of psychological and educational assessment. Students critically examine the psychometric properties of a variety of assessment practices and procedures. Particular emphasis is placed on discussion of issues such as: bias in assessment, cultural and ethnic differences in test use and interpretation, ethical practices, reliability, validity, and test norms. Additional topics include: trends in assessment, such as portfolio and curriculum-based assessment; teacher-made tests; and classification of tests by purpose and by data collection means. Prerequisites: graduate student standing or consent of instructor. *3 semester hours*

**EPS531 Assessment of Personality I**

This course is an introduction to personality assessment where students learn personality assessment practices used in school settings. These include projective tests, rating scales, and checklists. Students learn to write reports incorporating assessment data. Issues of diversity and bias in assessment will be explored. Prerequisites: admitted school psychology student, EPS517, EPS530, or consent of instructor. *3 semester hours*

**EPS532 Assessment of Cognitive Abilities**

This course examines diverse models and methods of assessing cognitive abilities. Students practice and develop skills in the administration and scoring of the better developed and most commonly used cognitive ability measures. Non-discriminatory use and interpretation of intelligence measures, report writing, and the integration of information from multiple sources will be emphasized. Applications for special populations will be explored. Prerequisites: admitted school psychology student and EPS530, or consent of instructor. *1-3 semester hours*

**EPS535 Assessment of Infants and Preschool Children/School Psychology**

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This course is designed to explore a wide variety of developmental and psychoeducational assessment procedures and techniques for use with infants and preschool children. This course prepares school psychologists to conduct developmental assessments through the use of a variety of observational techniques, evaluation of play and the administration of cognitive ability measures. Instruments and techniques for evaluation of social, emotional, adaptive behavior, fine and gross motor and speech and language development will also be explored. Non-discriminatory use and interpretation of cognitive measures, the integration of information from multiple sources and report writing will be emphasized. Prerequisites: admitted school psychology student, EPS530 or consent of instructor. *3 semester hours*

**EPS536 Diagnostic Evaluation of the Preschool Child/Early Childhood Education**

The purpose of this course is to provide deeper insight into the growth patterns of the preschool child and the types of diagnostic tests that will enable the student to determine a child's maturity level, stage of development, and possible impairment. Contemporary methods of child study that focus on all aspects of the developing child will be discussed. Nondiscriminatory use of standardized tests, rating scales, screening batteries, and diagnostic play techniques will be reviewed. Prerequisite: EPS500. *2 semester hours*

**EPS537 Psychological Assessment of Students from Diverse Cultures and Language Backgrounds**

This course is designed to address the issues and procedures related to assessment of diverse populations, particularly bilingual students. The impact of language and culture, as well as the legal aspects of assessing limited English proficient (LEP) children will be investigated. This course is designed to meet the partial requirements of the state of Illinois for certification as a bilingual psychologist. Prerequisites: EPS530, EPS532, or consent of instructor. *3 semester hours*

**EPS538 Family Assessment and Intervention**

This course includes an assessment of family's strengths, difficulties, and needs which relate to the child's development beginning in infancy. Topics include assessment techniques, interventions, and projected outcomes. Issues of diversity and bias in assessment and intervention will be explored. Prerequisites: EPS500 or equivalent. *3 semester hours*

**EPS539 Cognitive-Behavioral Intervention in Schools**

The purpose of this course is to enhance student understanding of cognitive-behavioral change programs for children and adolescents. Students review psychological theory on the connection between culture, cognition, and action as it relates to child behavior in the classroom. Students also apply this information to critique and develop culturally responsive intervention programs to support child or adolescent learning. Prerequisites: EPS500, EPS541, or their equivalents. Students in school psychology certification program must take this course concurrently with EPS562C. *2 semester hours*

196 **EPS540      Introductory Seminar in School Psychology**  
 The purpose of the School Psychology seminar is to involve students in the examination of the field of School Psychology from historical, cultural, and contextual perspectives. The emergence of School Psychology from within the broader field of professional psychology is examined. An exploration of multicultural issues in the practice of School Psychology occurs from both historical and contemporary perspectives. The seminar also introduces students to the ethical and professional issues in assessment, research and practice, and to roles and functions of the School Psychologist. Prerequisite: admitted school psychology student. Must be taken concurrently with EPS562A. *2 semester hours*

**EPS541      Cognition and Instruction**  
 This course is designed to provide students with an in-depth look at cognition as it relates to schooling in a diverse society. Different theoretical viewpoints regarding cognition and cognitive development are examined as well as empirical research. Critical discussion focuses on the relation of theory and research to instructional and assessment practices and to interdisciplinary efforts to create optimal contexts for all children's cognitive growth. Students in School Psychology Certification Program must take this course concurrently with EPS562B. *2 semester hours*

**EPS542      Observational Techniques for Teachers**  
 The purpose of this course is to explore a wide variety of observational techniques available for use to teachers of diverse classrooms. Through the discussion and practical experience in the field students will examine different methods of data collection in relation to stated goals and objectives. The data will be analyzed reflectively for potential applications which are grounded in theories of child development. Ways of communicating the outcomes effectively to a variety of audiences will also be addressed. Prerequisites: a course in Child Development. *2 semester hours*

**EPS561      Theory and Practice of School-Based Consultation**  
 This course is designed to examine psychological consultation models from several theoretical and applied perspectives. Students examine consultee- and program-centered consultation models from both the behavioral/ecological and the mental health perspectives. Students explore the delivery of school psychological services within a consultation framework as a means of promoting adaptive cognitive and psycho-social functioning of children and adolescent and preventing or remediating learning and adjustment problems. Issues of cultural diversity in the delivery of consultation services are examined and discussed. Prerequisites: admitted school psychology student, EPS520, or consent of instructor. This course must be taken concurrently with EPS562D. *2-3 semester hours*

**EPS562A, EPS562B, EPS562C**  
**Practicum in School Psychology I:  
 Reflective Observation of School Practices**  
 This practicum series provides a variety of structured observational experiences in cooperating schools for school psychology students. Over a three quarter period, students shadow a school psychologist, observe and interview various school professionals concerning their roles and practices, observe a variety of classroom practices, interview teachers regarding their goals for various activities, and reflect upon and analyze in-depth a sample of these practices. An emphasis is placed upon understanding appropriate practices in culturally diverse contexts. Individual and group supervision is provided by NLU faculty and approved field-based supervisors. Prerequisites: admitted school psychology student, EPS562A must be taken concurrently with EPS540; EPS562B must be taken concurrently with EPS541; EPS562C must be taken concurrently with EPS539. *1 semester hour each*

**EPS562D, EPS562E, EPS562F**  
**Practicum in School Psychology II:  
 Integrating Psychological Services**  
 This practicum series is designed for students seeking state certification in school psychology. It provides a variety of clinical experiences consistent with the role of practicing school psychologists and with an emphasis on promoting an understanding and a responsiveness to human diversity. Over a three quarter period, students will engage in classroom observations, clinical interviews, consultation, diagnostic assessment of children experiencing learning difficulties, and individual and group counseling interventions with children. These experiences occur in the University's Center for Learning and/or cooperating school districts. Individual and group supervision is provided by NLU faculty and approved field-based supervisors. Prerequisites: admitted school psychology student, EPS520, EPS530, EPS531, EPS532, EPS540, or consent of instructor. EPS562E must be taken with EPS561. *2 semester hours each*

**EPS581      Workshop/Educational Psychology/  
 Humanistic Education**  
*1-4 semester hours*

**EPS582      Workshop/Educational Psychology/Human  
 Development**  
*1-4 semester hours*

**EPS586      Workshop/Educational Psychology/  
 Assessment**  
*1-4 semester hours*

**EPS587      Workshop/Educational Psychology/  
 Behavior Management**  
*1-4 semester hours*

**EPS588      Workshop/Educational Psychology/Therapy  
 with Children**  
*1-4 semester hours*

**EPS590 Internship in School Psychology***1-6 semester hours***EPS593 Legal and Professional Issues in School Psychology**

This is the second in a two professional School Psychology courses (the first is EPS540) designed to critically examine historical, current, and emerging models of school psychological practices and legal issues. Students examine in-depth the following issues: ethical principles and codes of conduct guiding school psychological practices; legal history and mandates related to assessment, diagnosis, and intervention; and examination of multiculturalism and bias in assessment and other school related practices. Prerequisites: EPS540, last year in the School Psychology certification program prior to the internship. *2 semester hours*

**EPS594 Independent Study in Educational Psychology***1-4 semester hours***EPS595 Selected Topics in Educational Psychology***1-3 semester hours***EPS599 Thesis in Educational Psychology***1-4 semester hours***Educational Research****ESR503 Research Design Analysis**

Brings together principles of research design and statistical procedures for the interpretation of education data and planning of educational studies. The course has two major objectives: learning intermediate level statistics, and writing the first draft of the thesis proposal. Students are strongly encouraged to discuss with their adviser a possible topic for their thesis before taking the course. This course should be taken as soon as possible after ESR507. *2 semester hours*

**ESR505 Educational Inquiry and Assessment**

Students explore research paradigms and methodologies by studying their own educational settings and contexts. Students investigate topics that are of interest to them and learn how to retrieve, critique, and summarize published research. They produce and evaluate their own data to understand their classrooms and their students' achievement, behaviors, and attitudes. Working collaboratively and independently on small projects and assignments, students learn different approaches to data collection and evaluation, considering issues of credibility, reliability, and validity. This course is taken in lieu of ESR506 and ESR507. Students who have taken ESR506 and ESR507 may not receive degree credit for ESR505. *3 semester hours*

**ESR506 Graduate Research: Interpretive/Critical**

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Students explore the distinctions and relationships within and between the interpretive and critical paradigms. Various data collection methods such as observation, interview, document, analysis, and narrative examination are introduced and practiced in order to gain insight into the educational setting. Students plan, conduct, and present a research project. Students are expected to attend a library session prior to or during the first three weeks of this course to learn how to use the library resources. *2 semester hours*

**ESR507 Graduate Research: Empirical/Quantitative**

Students acquire skills that enable them to conduct research in their own classrooms or educational settings and to extend their ability to critique research studies using quantitative measures. The course includes a discussion of the empirical/quantitative paradigm and its advantages and limitations. The course focuses on the use of quantitative methods that may be used by educators conducting research and reflecting on educational practice. Students plan and carry out a small-scale research study in their own area of interest using Windows-based computer software to analyze data by generating appropriate descriptive and inferential statistics. Topics related to assessment, such as norms, reliability, and validity, will also be introduced. Prerequisite ESR506. *2 semester hours*

**ESR508 Research for School Leaders**

Students explore the distinctions and relationships between research paradigms used to facilitate school change. Various data collection methods specific to the paradigms are introduced and practiced in order to gain insight into their application for leaders in educational settings. Topics related to assessment and technology-based strategies are introduced to support and facilitate the use of research and research-based decision-making in these settings. Students work collaboratively to plan, conduct and present research projects representing each paradigm. The research projects are school-based, done in conjunction with their required internship component, and are consistent with guidelines suggested by the Educational Leadership Constituent Consortium. *3 semester hours*

**ESR509 Foundational Studies III: Changing Instructional Systems**

This course is the third in a three part alternative core of courses that is offered in select cluster groups. This course, along with FND506 and EPS508 must be taken in sequence and no substitution is allowed. In these courses Students explore educational issues from historical, social, psychological, and philosophical perspectives through this integrated interdisciplinary forum. A problem-based inquiry approach enables students to link theory and practice at multiple levels, including that of the individual, the classroom, the school community, and the larger society. Students use the literature from educational psychology and educational foundations to actively examine educational issues and to critique their own assumptions about human learning and development and a proper educational experience. Through interpretive and empirical inquiry, students further expand their understanding of these issues as well as their understanding of educational research processes.

- 198 In ESR509 students continue to develop their foundational framework to include democratic and ethical principles. Students explore current curricular processes and instructional systems to understand school reform and to envision constructive change processes. *2 semester hours*

**ESR510 Action Research I: Purposes, Assumptions and Practice**

The course introduces traditions and conceptions of action and interpretive research. It emphasizes the role of teachers as researchers of their own practices and contexts. Participants explore their classrooms as complex systems shaped by interpersonal, cultural, and political/structural dynamics. Participants build a framework as they begin their action research project. Participants explore ways to incorporate their knowledge of technology through their research experience. *(Offered only in the Interdisciplinary Studies Program.) 3 semester hours*

**ESR511 Action Research II: Contextualizing and Analyzing**

To help participants experience their classrooms as dynamic places of interaction, this course focuses on the teacher as the instrument of research. Participants conduct an action research project. Through recursive cycles of planning, implementing, observing, reading, conversing and interpreting, they analyze their data as a means to make meaning of classroom experience. Participants explore ways to incorporate their knowledge of technology through their research experience. *(Offered only in the Interdisciplinary Studies Program.) 3 semester hours*

**ESR512F Educational Research I: Design**

This course provides an overview of the structure of educational research, construction of problem statements and hypotheses, utilizing resources, research design and methodology. Students develop a research proposal related to their own classroom or professional work environments and begin collecting data. They are guided in the use of library resources, various bibliographic tools, computer word processing and ethical research practices to aid them in their research project. *(This course is offered only in the Early Childhood Leadership and Advocacy Program). 3 semester hours.*

**ESR513F Educational Research II: Application**

Culmination of the field research project. This course provides the student with the research tools needed to organize, analyze, interpret, and present qualitative and quantitative data, using descriptive and inferential statistics. Also, research ethics are examined for their importance in early childhood education. Implications of educational research for professional practice in different educational settings is an integral focus of the course. *(This course is offered only in the Early Childhood Leadership and Advocacy Program). 2 semester hours.*

**ESR591 Action Research III: Interpreting and Sharing**

This course marks the transition from conducting a systematic active research study to a more conscious awareness of the integrated nature of daily teaching and informal researching.

Participants reflect on their data, construct patterns, note changes in their practices and prepare a product communicating what they have learned. They explore ways to continue in an on-going fashion, the self-assessment process of reflective practitioners. Participants explore ways to incorporate their knowledge of technology through their research experience. *(Offered in the Interdisciplinary Studies program only.) 2 semester hours*

**ESR592 Extending Action Research**

This course provides the student with the opportunity to explore current or specialized topics in the field of educational research. The emphasis is on action research projects, writing for publication, presenting results of research at professional meetings and extending professional contacts through a collegial teacher research support group. This course assumes students have background knowledge in research. *3 semester hours*

**ESR594 Independent Study**

*1-4 semester hours*

**ESR595 Special Topics in Research**

This course provides the student with the opportunity to explore current or specialized topics in the field of educational research. *1-6 semester hours*

**ESR604 Dissertation Proposal Seminar**

This course is currently under revision. Consult your Doctoral Program Director for current information. Prerequisites: ESR610, ESR612, ESR614, ESR616 or ESR618. The completion of comprehensive qualifying examinations is also recommended. *2 semester hours*

**ESR610 Paradigms of Research: Alternative Ways of Knowing**

This team-taught course situates educational research and knowledge within a philosophy of science framework. This approach necessitates an examination of epistemologies - alternative ways of knowing the world - and how each in turn shapes and is shaped by the practice of education. The course is organized around three distinct paradigms in social science research: the empirical-analytic, interpretive and critical. This course explores the implications of these paradigms for critiquing, conceptualizing and conducting research in education. Prerequisite: ESR506 or equivalent. *2 semester hours*

**ESR612 Empirical/Analytic Research I**

This course will take a case-based approach to exploring the assumptions and techniques of empirical/analytic research. Students will examine in detail one or two cases of research to understand how researchers develop questions and examine data that arise from an empirical study. Inferential statistical techniques will be discussed in the context of a research case. Students will analyze and interpret both the case data and data of their own in the discussion of empirical/analytic research. Prerequisite: ESR507 or equivalent, ESR610. *3 semester hours*

**ESR614 Interpretive and Critical Research I**

This course is intended as an introduction to the theoretical, conceptual and methodological genres that constitute interpretive and critical approaches to research. These traditions and genres will be exemplified, compared and critiqued through individual research projects, written and visual case studies, and course readings. Various research methods, such as observation, interviews, document and narrative analysis will be introduced and practiced. Prerequisite: ESR506 or equivalent, ESR610.

*3 semester hours*

**ESR616 Empirical/Analytic Research II**

This course uses a case-based approach to explore issues that arise in empirical/analytical studies when multiple measures are available from individuals or groups. The course builds on the discussion of the previous course ESR612 to examine inferential statistical techniques for multivariate data. The assumptions, design and limitations of empirical/analytical studies that use multiple measures will be addressed. Multivariate statistical techniques will be discussed in the context of one or two cases of data and data generated by students. Prerequisite: ESR610, ESR612. *3 semester hours*

**ESR618 Interpretive and Critical Research II**

In this course, which builds on the understandings and skills emphasized in ESR614 (Interpretive and Critical Research I), students have the opportunity to conceptualize, propose, conduct, analyze, interpret and present, in written and oral forms, a course-long research project. The empirical bases that interpretive and critical research provide for a holistic understanding and critique of educational settings and processes are examined. Presentations by students, of their work-in-progress, structure the course organization as research issues and methods are addressed and analyzed as they emerge. Prerequisite: ESR610, ESR614. *3 semester hours*

**Educational Foundations****FND503 Historical and Philosophical Foundations of Early Childhood**

This course explores the rich historical and philosophical antecedents of programs for young children. Its scope extends from Plato to the present day with comparisons and contrasts made between earlier educators and leading theorists of the present era. Some cross-cultural comparisons are included. Early childhood educators are provided with the context for developing a coherent personal philosophy as the basis for ethical professional practice and decision making. *(This course is also offered in the Early-Childhood Leadership and Advocacy Program.) 3 semester hours.*

**FND504 History and Philosophy of Education**

The course examines key turning points in United States educational history. It locates educational transformation within social, political, and economic developments, and emphasizes the complex relationship between leading educators' ideas and educational change. For all master's degree students. *2 semester hours*

**FND505 Contemporary Issues in Education**

This course introduces students to major debates about contemporary educational issues in the United States and explores the obstacles and challenges faced by educators. Students will critically examine the basic assumptions and social forces that influence the current educational policy making and reform efforts with an emphasis on their socio-cultural, economic, and political underpinnings. The course encourages ongoing reflective practice and dialogue concerning social justice issues and the role of education in a democracy. *2 semester hours*

**FND506 Foundational Studies I: Schooling, Knowing, and Childhood**

This course is the first in a three part alternative core of courses that is offered in select cluster groups. This course, along with EPS508 and ESR509 must be taken in sequence and no substitution is allowed. In these courses Students explore educational issues from historical, social, psychological, and philosophical perspectives through this integrated interdisciplinary forum. A problem-based inquiry approach enables students to link theory and practice at multiple levels, including that of the individual, the classroom, the school community, and the larger society. Students use the literature from educational psychology and educational foundations to actively examine educational issues and to critique their own assumptions about human learning and development and a proper educational experience. Through interpretive and empirical inquiry, students further expand their understanding of these issues as well as their understanding of educational research processes.

In this first course, FND506, students develop a framework involving the macro processes of schooling, micro processes of individual human development, and educational research processes. Students lay the foundation for the development of their own personal educational philosophy and build a perspective for examining current issues in education. *2 semester hours*

**FND509 Educational Foundations**

In this course, teachers will examine their own educational beliefs, personal values, and instructional practices in light of historical issues and approaches to education. This course will emphasize that the structural condition of schools and what gets taught in schools is deeply embedded in the social and political context of a particular time. There will be an emphasis on teachers making connections between current and historical practices in order to analyze alternatives to current practices. Through dialogue, interviews, readings and other activities, teachers will explore issues of equity and social justice for all children. *(Offered only in the Interdisciplinary Studies Program.) 3 semester hours*

200 **FND510 Social Justice Perspectives on the History and Philosophy of American Education**

This course critically examines the social, cultural, political, and economic forces, and the philosophies of education that have influenced policy, laws, school structure, and practices throughout the history of American education. Issues addressed include ability and disability, race, ethnicity, gender, and class. Students lay the foundation for the development of a personal philosophy of education and reflectively examine issues of education from legal and social justice perspectives. This course includes a field project requiring at least 15 hours of work outside of class. *3 semester hours*

**FND591 Field Study/Educational Foundations**  
*2 semester hours*

**FND594 Independent Study**

Students have the opportunity to pursue an area of interest under the guidance of a faculty member in Foundations and Research. *1-4 semester hours*

## Interdisciplinary Studies

**IDS560 Integrated Curriculum I: Philosophical and Theoretical Foundations**

This first course in a two-course sequence focuses on the idea of curriculum integration in the K-12 schools. In contrast to the traditional arrangement of schooling into separate subjects and time periods of the day, there is an enduring and strengthening paradigm of education which aims for a more holistic, integrated set of learning experiences for students. This initial course focuses on the roots, reasons, characteristics, and politics of the integrated-learning paradigm. Topics include the historical evolution of both the separate-subject curriculum and the various integrated alternatives which have arisen in the past; the theories of learning and human development which support an integrated approach; the socio-political theories supporting curriculum integration; and the key ingredients of classroom curricular integration. The course takes the integrated paradigm as its own, and providing a demonstration of such holistic learning by intertwining the study of above elements, which might ordinarily be taught separately. *3 semester hours*

**IDS561 Integrated Curriculum II: Practical and Political Aspects of Implementation**

This second course in a two-term sequence focuses on the enduring concept of integrating learning in the K-12 schools. In contrast to the traditional arrangement of schooling into separate subjects and time periods of the day, there is an emerging paradigm of schooling which creates a more holistic, integrated set of learning experiences for students. This second course in the sequence focuses on the practical features observation, critical appraisal, design, implementation, and evaluation of integrated curriculum experiments in real classrooms. The course takes the integrated paradigm as its own, and providing a demonstration of such holistic learning by intertwining the study of above elements, which might ordinarily be taught separately. *3 semester hours*

**IDS590 Internship in Curriculum and Teaching**

The Internship in Curriculum and Teaching is designed specifically for students enrolled in the Leadership in Curriculum and Teaching Educational Specialist Field Program. The internship is an integrated part of the intact group experience comprising one strand among several. Rather than a culminating experience, the internship is intended to parallel coursework in group theory, leadership, classroom culture, curriculum theory and evaluation, and staff development. Interns are encouraged to work collaboratively on meaningful projects intended to affect change in school policies and procedures. NLU faculty, school personnel associated with the internship site, and participating interns will be responsible for monitoring the internship. Each student in the Curriculum and Teaching Specialist Field Program is required to register for a total of nine semester hours. Prerequisites: Acceptance into the Curriculum and Teaching Educational Specialist Field Program and enrollment in Term I. *1-4 semester hours. Variable credit per quarter.*

## Mathematics Education

**MHE450 Mathematics for Elementary School Teachers**

This is a basic mathematics content course for prospective and inservice elementary school teachers. It addresses the concepts of a comprehensive elementary school mathematics curriculum through reasoning and problem solving in the areas of patterns, number, geometry, measurement, data, and chance. *3 semester hours*

**MHE480B Methods for Teaching Elementary School Mathematics**

This course, intended for students preparing to become certified teachers, addresses pedagogy, materials and instructional issues related to the learning and teaching of mathematics in elementary school. It is designed to help future teachers develop knowledge, skills and beliefs that will enhance their ability to teach mathematics to children. Prerequisite: six semester hours of mathematics, college algebra level and above. *2 semester hours*

**MHE482 Methods for Teaching Primary Grade Mathematics and Science**

This course, intended for students preparing to become certificated teachers, addresses methods, materials, and instructional issues involved in teaching mathematics and science in the primary grades. It is designed to help future teachers develop knowledge, skills, and beliefs that enhance their ability to teach mathematics and science to children. *2 semester hours*

**MHE485 Advanced Methods for Teaching Middle School Mathematics**

This course builds upon the methods of teaching general elementary school mathematics through an in-depth focus on the curriculum, methods, materials, and issues involved in teaching mathematics in the middle grades (grades 6-8). This fulfills the methods course requirement for the state endorsement in middle school mathematics. Prerequisite: MHE480A, MHE480B or equivalent. *3 semester hours*

**MHE501 Topics in Mathematics for Teachers: Number Concepts and Operations in the Elementary and Middle School Mathematics Curriculum**

This is a mathematics course for prospective and inservice teachers. It addresses the concepts of number and its operations as they occur in a comprehensive elementary and middle school mathematics curriculum using reasoning, problem solving, and technology to understand its historical development as well as its applications in the areas of geometry, measurement, and data and chance. Opportunities to see how number is essential to understanding other subject areas are included. Prerequisite: MHE450 or equivalent. *3 semester hours*

**MHE502 Topics in Mathematics for Teachers: Algebra**

This course is designed to strengthen teachers' conceptual understanding of important ideas of algebra and to examine how they are best taught and learned. A problem-solving emphasis is used to study algebra from four perspectives (language and representation, functions, modeling, and structure) and its applications in various contexts and branches of mathematics (number, geometry, measurement, data, and chance). The course will examine the use of technology in building understanding of algebraic concepts. Prerequisites: Intermediate Algebra. Students are expected to bring a graphing calculator. *3 semester hours*

**MHE503 Issues and Directions in Mathematics Curriculum, Learning and Instruction**

This course examines current and past trends and issues in mathematics education. In particular, the course focuses on research related to the mathematics curriculum, students' learning, mathematics teaching, assessment, and classroom environment as well as how these areas work together to promote the development of students' mathematical understanding. *3 semester hours*

**MHE510 Topics in Mathematics for Teachers: Geometry**

This investigative study of geometry involves an active examination of geometric concepts and thinking from several perspectives including: patterns and relationships, shapes in space and the plane, transformations, measurement, and geometric representations of concepts in various strands of mathematics. The course helps students to develop problem solving, spatial thinking, and inductive and deductive reasoning as they explore, make conjectures, test their ideas, and formalize conclusions, using appropriate technologies. Prerequisite: MHE450 or equivalent. *3 semester hours*

**MHE511 Topics in Mathematics for Teachers: Number Theory**

This course focuses on number theory content which is relevant to the school mathematics curriculum. Number theory is taught via a problem solving approach with connections to geometry, logic and probability. Explorations with and conjecturing about number patterns provide experiences from which students study various topics including: factors, primes, and prime factorization; counting techniques; greatest common factor (GCF) and least common

multiple (LCM); divisibility; number patterns (e.g., Pascal's triangle, polygonal numbers, Pythagorean triples; Fibonacci numbers); Diophantine equations; remainder classes and modular arithmetic, iteration, recursion, and mathematical induction. Prerequisites: MHE450 or equivalent; or consent of program adviser. *3 semester hours*

**MHE512 Topics in Mathematics for Teachers: Statistics and Probability**

This course focuses on statistics and probability content that is relevant to the school mathematics curriculum. Statistics and probability theory are taught with an emphasis on the development of an intuitive understanding of statistics and a critical approach to their use. Students will gain a strong sense of the importance of statistical applications to real world problems and will have opportunities to evaluate the use and misuse of statistics. Quantitative literacy will be developed by experimentation and the generation, investigation and analysis of data. Topics include: survey design and analysis, sampling procedures, data analysis, data representation, inference, reliability and validity, bias, randomness, statistical significance, fairness of games, theoretical probability and counting techniques, confidence statements, simulations, central limit theorem, normal distribution, and measures of central tendency. Prerequisite: MHE450 or equivalent and high school algebra or equivalent or consent of program adviser. *3 semester hours*

**MHE522 Advanced Methods and Materials in Teaching Mathematics**

A survey of current curriculum, instructional strategies, and materials in mathematics is provided for the practicing elementary school teacher. For certified teachers only. Prerequisite: MHE480B or course equivalent. *2 semester hours*

**MHE582 Workshop/Math Education/Topic**  
*1-4 semester hours***MHE584 Workshop/Math Education/Curriculum Materials**  
*1-4 semester hours***MHE585 Workshop/Math Education/Instructional Practices**  
*1-4 semester hours***MHE586 Workshop/Math Education/Students with Special Needs**  
*1-4 semester hours***MHE591 Field Study/Math Education**  
*1-4 semester hours***MHE593 Seminar in Mathematics Education**

This seminar is a culminating experience that is designed to help students integrate learning and develop depth and perspective in the field of mathematics education. The structure of the seminar is dependent on the program experiences of the participants and is organized to foster independent research and integrating experiences. Prerequisites: MHE503, ESR506, ESR507 or consent of program adviser. *3 semester hours*



202 **MHE594 Independent Study/Mathematics Education**  
*1-3 semester hours*

**MHE599 Thesis in Mathematics Education**  
*4 semester hours*

## Middle Level Education

### **MLE500 The Middle School: An Overview**

This introductory course provides an interactive classroom experience which models and examines the history and philosophy in middle level education with an emphasis on the development of the 10-14 year-olds unique schooling needs. Emphasis is placed on the Physical, Intellectual, Emotional, Social, Spiritual, (PIESS) Plus (gender, cultural, moral, socio - economic) development of the young adolescent and the implications on living and learning. The class examines relationships between the developmental characteristics of young adolescents, young adolescent culture, and middle level educational best practices, and prepares the middle level educator for the multifaceted role as a facilitator, guide, collaborator, and adviser. *3 semester hours*

### **MLE502 Middle School Curriculum**

This course explores curricula approaches appropriate for middle-level students. Practical aspects of parallel, interdisciplinary, multidisciplinary, integrated, core, student inquiry, and integrative curricula for middle-level classroom are examined. Students develop strategies for teaching and learning in diverse classrooms. The course also addresses the essential role of the arts and other special classes and involves students in a variety of arts, mass media – technological experiences.

Alternative assessments are examined. Students develop strategies to assess curriculum programs and student learning, with respect to national, state, and local standards and evaluate effectiveness of curricula approaches, using information from students, parents, and community. Prerequisite: MLE500. *3 semester hours*

### **MLE506 Middle Level Coherent Curriculum I**

In this course students study curricular models appropriate for young adolescents. The practical aspects of discipline based, parallel, interdisciplinary, multidisciplinary and integrative curriculum for the middle level classroom are examined. Students develop lesson plans and units in teacher teams based on young adolescent issues and questions. Content skills, learning strategies, National Middle School Association standards, and middle level state standards are integrated to create a developmentally appropriate curriculum. Students will examine published materials and analyze the components of effective materials. Emphasis is at the classroom and team level, as students develop strategies for differentiating instruction and assessment in diverse classrooms. *3 semester hours*

### **MLE508 Middle Level Coherent Curriculum II**

In this course students develop strategies to assess curriculum programs and students' learning, within their school settings, and with respect to national, state and local standards. Students develop skills to evaluate effectiveness of curriculum approaches using information from students, parents, and community. Alternative means of assessment are investigated as appropriate aspects of middle school curriculum that address the needs of diverse learners and special needs learners. Students examine the larger context of middle level curriculum and the articulations between middle level and the elementary and high school levels in districts. Prerequisite: MLE 506 *3 semester hours*

### **MLE510 Issues of Equity and Cultural Diversity in Middle Level Education**

In this course students are challenged to examine their own views of culturally diverse populations and their perceptions of gender and special needs students as they develop and assess curriculum and work with young adolescent students. Students explore laws and regulations of equity, current, historical, philosophical, sociological, psychological, and physiological influences that young adolescents, men/women, boys/girls, and diverse populations experience. Curricular materials and programs are examined to determine if bias is evident or implied. Students create a philosophy of non-violent curriculum with their young adolescent students so each middle level student can recognize harassment, effectively respond and help create a safe learning environment. *3 semester hours*

### **MLE512 Teaching Media/Technology Popular Cultural Literacy for Middle Level Students**

This course provides an in-depth study of the essential role of media/technology and popular cultural literacy for middle school students. The course helps to inform middle level teachers of resources available and involves the students in a variety of media and technological experiences and research of popular culture. This course provides a historical perspective of the status of children in society and the impact of media and technology on the young adolescent. Students develop skills for exploring popular culture and teaching media literacy, critical thinking and consumer education that engage students in proactive media consumerism consistent with middle level goals. *3 semester hours*

### **MLE514 Connecting Middle Level Schools with Families and Communities III**

In this course students examine the collaboration of families, teachers, community resources and middle level students in the meaningful education of young adolescents. Students learn about the resources in their schools and their communities and how they need to work together to assist students and families. Students conduct research, interviews, and field experiences that contribute to an understanding of building strong communities for young adolescents. Students volunteer twenty hours in an identified community agency that works with the young adolescent population. *3 semester hours*

**MLE516 Integrative Arts at the Middle Level**

This course highlights the essential role of the arts for middle school students and informs prospective middle level teachers of resources available to integrate arts experiences into their classrooms. The course will provide opportunities to investigate local arts organizations and curriculum projects that have been successful in middle schools. Students will actively experience art activities that are appropriate for middle level students and which are consistent with middle level curriculum goals. *2 semester hours*

**MLE524 Advocacy/Advisory Skills for the Middle Level Teacher**

This course is designed to assist students in developing practical advocacy skills that address the needs of young adolescents (PIESS+) to be implemented in all middle level classrooms. Students examine current research concerning needs of young adolescents and also explore successful programs and strategies that enhance meeting the diverse needs of young adolescents. Students develop strategies and skills in facilitating advocacy programs that promote life-skills which promote positive health practices, problem-solving techniques and effective communication skills with their classmates, families, teachers and friends. Students implement strategies in their own classrooms, analyze the results, and share their findings. *2 semester hours*

**Reading and Language Doctoral Courses****RLD600 Language, Linguistics, and Literacy**

An advanced course in reading that reflects current research and theory of language acquisition and development as they relate to reading. Topics include phonology, syntax, semantics, text analysis, and sociolinguistics. Prerequisite: Advanced standing and a course in language development or consent of instructor. *3 semester hours*

**RLD601 Orthography and Word Recognition**

An advanced seminar in reading which examines research and theory on the psychological processes involved in word recognition and the acquisition of orthographic knowledge and explores the influence of instruction on the development of orthographic knowledge and word recognition. Prerequisites: Advanced standing and RLR501 or consent of instructor. *3 semester hours*

**RLD602 Reading Comprehension: Research and Applications**

This course examines issues in reading comprehension research and instruction. By reading research and theoretical position papers of historical and contemporary significance, participants identify seminal strands of work, critique and evaluate them, and draw instructional implications. Prerequisite: Advanced standing and RLR502 or consent of instructor. *3 semester hours*

**RLD603 Historical Issues in Literacy Research**

An advanced seminar in literacy, which attempts to acquaint the student with historical trends in literacy research as well as highlighting issues of major significance. It provides the students with opportunity to read and discuss seminal works in literacy that forms the basis for contemporary concerns. Prerequisite: Advanced standing. *2 semester hours*

**RLD604 Current Issues in Literacy Research**

This topical seminar is designed to provide students with some in-depth reflections on key issues of contemporary research in reading. Awareness of issues and arguments is developed as well as familiarity with seminal studies and their critical evaluation. Prerequisite: Advanced standing. *2 semester hours*

**RLD606 Instruction and Staff Development in Reading and Language**

This seminar is designed to help students develop frameworks that identify the critical factors of school literacy programs and the variables central to the process of staff development. Major research programs and theoretical perspectives that have contributed to our knowledge about instruction and staff development in the literacy field are studied. *3 semester hours*

**RLD607 Theory and Research in Writing**

An advanced seminar in writing, based on a social-cognitive theory, with emphasis on the relationship of the process to cognitive theory, with emphasis on the relationship of the process to cognitive growth, on the functions of writing in the diverse sociocultural and linguistic contexts in which it develops, and on research-sensitive practice that creates communities in and outside the classroom where writing can flourish. Prerequisites: Advanced standing and a course in writing or consent of instructor. *3 semester hours*

**RLD608 Instructional Inquiry in Literacy**

This course is for educators who want to become more reflective about their own instructional practice through generating their own research questions, setting up procedures for gathering and recording information about their own educational settings, analyzing and interpreting their findings, and pondering, sharing, and discussing the insights they have gained. *3 semester hours*

**RLD690 Advanced Internship in Literacy**

This field-based experience involves the participant in an applied problem-solving project related to literacy. Possible settings include classrooms, schools, the University, clinic or private sector where the involvement may be in diagnostic/clinical processes, teaching, staff development, research, and publication. Participants take responsibility for defining a literacy-focused problem, planning and executing an approach, and evaluating and summarizing outcomes. Prerequisite: Advanced standing. *1-4 semester hours*

**RLD694 Independent Study/Reading and Language**  
*1-3 semester hours*

204 **Reading and Language****RLL480B Methods for Teaching Language Arts**

Survey of recent developments in theory and practice of language arts instruction in the elementary school. Special attention to contributions of psycholinguistics and the use of library resources as well as to the integration of the language arts in the curriculum. Prerequisite: Admission to the M.A.T. program or consent of M.A.T. program director; EPS500, EPS510. *2 semester hours*

**RLL520 Survey of Literature for Children and Adolescents (K-12)**

This introductory course is designed to provide an overview of trade books written for children from preschool through adolescence, K-12. Emphasis is on selecting and evaluating books that are appropriate for developmental stages and curricular connections. Activities that enhance children's knowledge and appreciation of literature are presented and modeled. Attention is given to literature appropriate in our multicultural society. (This is the basic literature course for Reading Specialist Certification). *2 semester hours*

**RLL521 Children's Literature**

This course is designed to provide an in-depth study of trade books appropriate for children from preschool through age 11. An emphasis is placed on the development of criteria for selecting literature that can be used to stimulate critical reading and thinking. Literature will also be considered as a reflection of values in this and other societies. Prerequisite: RLL520 or consent of instructor. *2 semester hours*

**RLL522 Adolescent Literature**

This course is designed to provide an overview of young adult literature (for ages 12-18). Reading interests are analyzed from the perspective of readers' development. Guidelines are provided for selection, evaluation, and uses of young adult literature in the classroom. Prerequisite: RLL520, or graduate or undergraduate children's literature course taken within the past 5 years, or consent of instructor. *2 semester hours*

**RLL523 Storytelling**

Using the art of storytelling to develop children's interest in literature. Story sources and program planning are included. Storytelling practice: use of puppets, music and other aids. Special programs for children with learning disabilities or physical handicaps. Prerequisite learning: Some familiarity with techniques for handling groups of children and with children's literature desirable. *2 semester hours*

**RLL524 History of Children's Literature**

This course provides a look at children's literature from the Anglo-Saxon period to the present. The influences on that literature, particularly the educational thought of each period will be discussed. Particular attention is paid to the authors and illustrators who shaped the field. The preponderance of the course focuses on children's literature since the 19th century. Prerequisite: RLL520 or consent of instructor. *2 semester hours*

**RLL525 Creative Dramatics in the Classroom**

Students are introduced to informal and improvised dramatic activities and techniques, and prepared to lead drama with children of all ages as a way to explore various areas of curriculum. The focus is on unscripted role-playing, not on performing for an audience. *2 semester hours*

**RLL526 Dramatic Arts in the Elementary School**

A study of various dramatics activities in the elementary school. Basic elements of play production as well as creative dramatics and informal drama in the classroom. Research in costume, scenery, integration of dance, music, and other arts related to the school pageant and play are included. *2 semester hours*

**RLL527 From Drama to Writing**

An exploration of drama structure, teaching in role, and strategies for questioning and discovering meaning through drama. Demonstration of role playing and other dramatic strategies as heuristics for writing. Experience in accessing long-term memory and focusing attention on elemental tasks long enough for the ritual of the work to take on a rhythmic and archetypal meaning. Insights from this experience then are captured in words and presented in a formal theatrical setting and finally published as a book. *2 semester hours*

**RLL528 Survey of Multicultural Literature K-12**

This course is designed to provide an in-depth study of multicultural literature, K - 12. For the purpose of this course, multicultural literature is defined as literature by and about people of ethnic and racial diversity. Guidelines for selecting and evaluating culturally authentic literature will be an essential component of this course. Emphasis is placed on fostering understanding of various population groups of our society through discussion that stems from quality multicultural children's books. Prerequisite: RLL520 or basic children's literature course, taken within the last five years or consent of instructor. *2 semester hours*

**RLL530 Advanced Methods and Materials for Teaching Language Arts**

Survey and critical appraisal of programs, practices, and trends in the teaching of language art: reading, oral and written expression, listening, spelling, and handwriting. For certified teachers only. *2 semester hours*

**RLL532 Integrating the Language Arts in the Classroom**

This course is an introduction to literacy development in the classroom through the integration of reading, writing, speaking, and listening. Teachers will examine the integrated approaches to literacy instruction and be introduced to theories and research that support such approaches. This course will emphasize specific classroom strategies for implementing language arts instruction, selection of materials, management of the process, and ways to evaluate student literacy acquisition. *2 semester hours*

**RLL533 Introduction to Linguistics: Language and Literacy**

This course focuses on the relationship between language acquisition research and the teaching of literacy. Various dimensions of linguistics will be introduced including: language development, communication competence, cognition and learning and structure and history. *2 semester hours*

**RLL534 Reading and Writing Relationships**

This is an advanced course designed to explore the relationships between reading and writing. The similarities and differences in reading and writing will be examined through the inquiry cycle, literature discussions and writing workshop. Current instructional suggestions for integrating reading and writing across the curriculum will be examined and evaluated. Prerequisite: RLL532 and/or a course in reading or a course in writing. *2 semester hours*

**RLL540 Methods and Materials for Teaching Reading and Language Arts: Alternate Certification**

*3 semester hours*

**RLL541 Computers in the Writing and Reading Program**

Students in this course will explore the ways in which computers and other technologies support and enhance literacy programs. Computer work will include new word processing programs, CD-ROMs, multimedia, and an overview of available software for both writing and reading development. Prerequisites: course work in writing or reading, and beginning word processing skills, or consent of instructor. *2 semester hours*

**RLL544 Classroom Foundations for Literacy for the ESL/Bilingual Student-Practitioner**

This course is intended only for non-certified teachers working in elementary schools who are seeking a Type 03 certificate in Illinois in conjunction with ESL/Bilingual Approval. It addresses pedagogy and recent developments in theory, curriculum, methods, and materials for literacy instruction with a focus on reading and language arts. It is designed to help student-practitioners reflect on their current practices and further develop knowledge, skills, and dispositions that support their students' learning (K-9). The student-practitioners will be mentored by experienced, certified teachers and elementary education university supervisors. Prerequisites: CIL500, EPS500, CIC504, ELE533, and be concurrently enrolled in ELE534. *2 semester hours*

**RLL560A, RLL560B, RLL560C Reading Recovery Practicum**

A practicum in the instruction procedures used in Reading Recovery: The instructional framework, and underlying rationale. This course focuses on introducing the basic procedures. Prerequisite: Consent of the instructor. *3 semester hours each*

**RLL562 Reading Recovery: Research on the Acquisition of Literacy**

The first in a three-course sequence that examines research related to the acquisition of literacy, including the development of oral language and its relation to reading and writing. Emphasis in the first course is on relating key features of Reading Recovery instruction to research on the basic cognitive processes implicated in the acquisition of reading and writing. Prerequisite: Consent of the instructor. *3 semester hours*

**RLL563 Reading Recovery: Models and Theories of Literacy Development**

The second in a three-course sequence that examines research related to the acquisition of literacy. Emphasis in the second course is on exploring models of the reading and writing processes and their instructional implications, and on development of comprehension skills, with particular reference to the development of strategies and metacognitive awareness. Prerequisite: Consent of the instructor. *3 semester hours*

**RLL564 Reading Recovery: The Classroom and Social Contexts for Literacy Development**

The third in a three-course sequence that examines the research related to the acquisition of literacy. Emphasis in the third course is on the classroom and social contexts of literacy acquisition with particular attention to the effects of these contexts on students. Prerequisite: Consent of the instructor. *3 semester hours*

**RLL566A, RLL566B, RLL566C Reading Recovery: Seminar in Teacher Leadership**

The first in a three-course sequence providing practicum experience in training and supervising Reading Recovery Teachers. Emphasis is on exploring three main aspects of the Teacher Leader Role: presenting the Reading Recovery procedures, leading discussion focused on direct observation of teacher and child behaviors, and making site visits to Reading Recovery teachers. Prerequisite: Consent of the instructor. *2 semester hours*

**RLL583 Workshop/Literacy/Contemporary Issues**  
*1-4 semester hours***RLL584 Workshop/Literacy/Programs and Materials**  
*1-4 semester hours***RLL585 Workshop/Literacy/Instruction**  
*1-4 semester hours***RLL585AA, RLL585AC, RLL585AH Workshop/Literacy/Instruction/Latin Pedagogy Lvl I, II, and III**  
*1-4 semester hours***RLL586 Workshop/Literacy/Assessment**  
*1-4 semester hours***RLL587 Workshop/Literacy/Staff Development**  
*1-4 semester hours*

206 **RLR593 Seminar in Literacy Studies**  
Seminar is an integrated experience for students at the end of their program. Research will be read, critiqued, synthesized and engaged in through teacher-research. Students will also critique current practice in light of research and literacy theories. Prerequisite: RLL532, RLL533, and completion of most of the Language and Literacy Masters Program coursework. *2 semester hours*

**RLR594 Independent Study/Language Arts**  
*1-3 semester hours*

**RLR595 Selected Topics/Language Arts**  
*1-4 semester hours*

**RLR500 Survey of Reading Methods and Materials K-12**  
Introduces key issues in reading research and instruction K-12. Students become familiar with materials, develop theoretically sound, research based instructional strategies and the understanding of how these materials are grounded within a developmental framework. Students are also involved in self-reflection and the development of a critical stance with respect to controversial issues in literacy education. Required for K-9 certification. *2 semester hours*

**RLR501 Teaching Beginning Reading**  
Teaching Beginning Reading introduces various methods and materials for teaching beginning reading. The course emphasizes reading methods that capitalize on the spoken language competence and emergent literacy children bring with them to school. Phonemic awareness and phonics are considered within the framework of a comprehensive, contextually-based reading approach. Oral language development, developmental spelling, and fluency are also considered. Classroom strategies for learners of diverse cultures, languages and learning styles are introduced with varying methodologies including literature based instruction. Prerequisite: Basic undergraduate or graduate reading methods course or RLR500. Admission to Early Childhood Program required for 2sh registration. *2-3 semester hours.*

**RLR502 Teaching Comprehension and Content Reading**  
This course introduces theories and models of comprehension and implications of these constructs for the teaching of reading comprehension and content reading across grades 1-12 in classrooms containing students of diverse languages, cultures and learning styles. It develops familiarity with issues related to questioning, text structures, metacognitive monitoring, and guided reading strategies. It examines teaching methods that develop strategic reading of both narrative and informational texts and the importance of writing and oral language in the development of active comprehension strategies. Prerequisite: Basic undergraduate or graduate reading methods course or RLR500. *3 semester hours*

**RLR503 Teaching Content and Advanced Reading**  
This course focuses on the development of mature reading, particularly reading to learn from expository text materials and the development of study skills. Teaching methods that develop strategic reading of informational texts and the assimilation and accommodation of new ideas will be explored. The ways that middle and secondary schools can best provide such reading instruction across the curriculum will be considered. Prerequisite: Basic undergraduate or graduate reading methods course or RLR500. *3 semester hours*

**RLR510 Diagnostic Techniques for the Reading Specialist**  
This course on diagnosis introduces a framework for thinking about reading difficulty and its diagnosis. Students learn how to administer and interpret literacy assessments and use other diagnostic techniques with a diverse populations. They interpret evidence from various diagnostic instruments in order to identify reading levels and areas of instructional focus and communicate this information in professional reports.. The advantages and limitations of standardized reading tests and other assessment devices are also considered as are issues related to diagnostic options within the school team including those used in special education. Students learn about researching issues and assessments including library and technological tools. Prerequisite: RLR501. *3 semester hours*

**RLR511 Corrective Techniques for the Reading Specialist**  
This course introduces a theoretical perspective on instruction and teaching techniques to use with readers experiencing difficulty (grades 1 through 12). A series of case studies (students at different reading ability levels) are presented and analyzed during the course. Additional attention is given to readers for whom English is a second language and for diversity of culture and learning style. Based on initial diagnostic information, a teaching program is planned and hypothetically carried out, with careful attention being given to specific teaching strategies and the sequencing of instruction over time and the development of a strategic, constructive model of learning. Prerequisites: RLR501, RLR510, RLR502, RLR503. *3 semester hours*

**RLR512 Bilingualism and Reading: Linguistic Consideration**  
The process of reading in a first language is compared to the process of reading in a second language. Methods of developing second language reading skills and specific strategies for use in the classroom are described. Selection of second language reading materials and reading in the content areas are discussed. Development of writing skills in a second language is also discussed. Prerequisite: CIL505. *3 semester hours*

**RLR513      Diagnosis and Correction for the Older Student**

This course focuses on the diagnosis and correction of reading difficulties typical in the older child. Students will learn how to administer and interpret an informal reading inventory and expand their interpretation through diagnostic teaching and by use of other informal instruments. Corrective techniques will be learned and practiced with older students in a clinical setting. Prerequisite: RLR502, RLR503, RLL560C or permission of instructor. *3 semester hours*

**RLR516      Literacy Development in the Middle School**

This course focuses on the development of reading, writing, and oral language at the middle level with particular attention to the range of reading and writing tasks, purposes and strategies for learning, the role of talk and discussion, and expectations found across the middle school curriculum. Constructing meaning from both expository and narrative materials in all content courses is central to this course. Emphasis includes both (1) what the learner must know and be able to do and (2) what the teacher's instructional role should be in motivating and scaffolding students' meaning making, self-reflection and critical thinking. Prerequisites: Basic reading course for certification or RLR500. *3 semester hours*

**RLR518      Supervising the Reading Program**

The responsibilities of the reading specialist and supervisor are described and examined with an emphasis on leadership in the development and monitoring of reading and writing programs. Standards testing and evaluation, program improvement, staff development, materials selection, collaboration of specialists, and community-professional relations will be addressed. Students examine their own leadership patterns and strengths and develop a vision for how to serve as instructional team members and school leaders. Prerequisite: Completion of sequences of reading courses through RLR592 or consent of instructor. *3 semester hours*

**RLR583      Workshop/Reading/Contemporary Issues**

*1-4 semester hours*

**RLR584      Workshop/Reading/Programs and Materials**

*1-4 semester hours*

**RLR585      Workshop/Reading/Instruction**

*1-4 semester hours*

**RLR586      Workshop/Reading/Assessment**

*1-4 semester hours*

**RLR587      Workshop/Reading/Staff Development**

*1-4 semester hours*

**RLR590      Internship/Reading Specialist**

On-the-job experience with a counterpart to explore the variety of roles required of reading specialists including supervised responsibility for diagnosis, small group instruction in a curriculum setting, and work on a school team. *1-4 semester hours*

**RLR591      Field Study/Reading Education**

An in-depth, organized exploration of some aspect of reading education in an area or location removed from the typical university class site. Observation, advanced study, and participatory activities may be included. *1-4 semester hours*

**RLR592A      Practicum in Remedial Reading – A**

This is the first supervised application of diagnostic and corrective techniques in a clinical situation. It emphasizes assessment, instructional planning, evaluation and reflection in the design of programs for students with reading problems. It includes differentiation of instruction for students of diverse cultures, languages and learning styles. The course also emphasizes working as a diagnostic team with teachers and other educational professionals. Prerequisite: RLR501, RLR502, RLR503, RLR510, RLR511, RLL520 and admission to graduate reading program or consent of program director. *2 semester hours*

**RLR592B      Practicum in Remedial Reading – B**

This is the second supervised application of diagnostic and corrective techniques in a clinical situation. It emphasizes assessment, instructional planning, evaluation and reflection in the design of programs for students with reading problems. It includes differentiation of instruction for students of diverse cultures, languages and learning styles. The course also emphasizes working as a diagnostic team with teachers and other educational professionals. Prerequisite: RLR501, RLR502, RLR503, RLR510, RLR511, RLL520 and admission to graduate reading program or consent of program director. *2 semester hours*

**RLR593      Seminar in Reading Research**

Historical trends in reading research are examined. Different theoretical models will be examined in light of current research findings and perspectives on research based practice. Students will be encouraged to use this information in synthesizing their own models of the reading process and of reading instruction. Each participant will investigate one area of research in depth and prepare both an oral and written report of findings. Prerequisite: RLR592 or consent of instructor. *3 semester hours*

**RLR594      Independent Study/Reading Education**

Provides graduate students in reading education degree programs with an opportunity to pursue advanced scholarly study in special areas or to investigate a practical school problem. Special forms must be obtained from the Graduate Administrative Office and completed before registration can take place. Prerequisite: Admission to the Reading Specialist Program. *1-3 semester hours*

**RLR595      Selected Topics in Reading**

An advanced seminar dealing with current issues in reading and language development. *1-3 semester hours*

**RLR599      Thesis in Reading Education**

Required of all Master of Science in Education students. The thesis is a formal written document that is the result of disciplined, scholarly inquiry. The student must present the signed Thesis Proposal document at the time of registration for this course. Prerequisites: ESR503 and admission to the Reading Specialist Program. *4 semester hours*

208 **Writing****RLW541 Teaching Writing**

Survey of various types of activities involved in the process of writing; various ways children learn to write, emphasizing individual differences; effective teaching strategies; and current issues in the teaching of writing. Designed for elementary, middle and high school teachers. *2 semester hours*

**RLW542 The Teacher as Writer**

Provides an opportunity to develop competence and confidence in one's own composition by writing, critiquing, and revising in the context of in-class interaction; and by receiving relevant feedback on one's own writing, and to reflect on the implications of this experience for the teaching of writing. Designed for elementary, middle, and high school teachers. *2 semester hours*

**RLW543 Instructional Strategies in the Writing Process**

An advanced course focused on exemplary practices in writing instruction. Includes consideration of instructional programs designed by key theorists as well as experiences in developing one's own classroom models. Special attention is given to the implementation and successful management of: assignment design, prewriting activities, conferencing, peer editing, publishing of student work, teacher response and evaluation, balance among expressive, poetic and transactional modes of discourse, and writers' workshop activities. Designed for elementary, middle, and high school teachers. Prerequisite: RLW541. *2 semester hours*

**RLW544 Analysis and Assessment of Writing**

Overview of alternate ways to analyze the quality of student writing, with emphasis on the role of portfolios as a stimulus to self-evaluation, reflection, and goal setting; and ways teachers can facilitate improvement through conferences. Students will critically examine alternate valid methods of summative evaluation of writing including analytical scales, such as the Illinois Goals Assessment Program, and holistic or general impression marking, and ways to achieve inter-rater reliability. Prerequisite: RLW541. *2 semester hours*

**RLW551 Writing Across the Curriculum**

Strategies for using writing as a tool of teaching and learning in all subject areas across the curriculum. Among the methods stressed are: designing and using a variety of short classroom writing-to-learn activities; improving the design of more formal, extended reports, essays, and papers in content areas; and using alternative approaches to the evaluation and grading of student writing in subject fields. Prerequisite: RLW541. *2 semester hours*

**RLW552 Designing In-service Programs to Improve Writing**

Guidance in the designing of a series of in-service workshops and other kinds of programs to acquaint teachers with the value of writing as a mode of learning and a means of assimilating and understanding the content of any curricular area. Designed for elementary and/or high school teachers. Prerequisites: RLW542, RLW541. *2 semester hours*

**RLW583 Workshop/Writing/Contemporary Issues**  
*1-4 semester hours***RLW584 Workshop/Writing/Programs and Materials**  
*1-4 semester hours***RLW585 Workshop/Writing/Instruction**  
*1-4 semester hours***RLW586 Workshop/Writing/Assessment**  
*1-4 semester hours***RLW587 Workshop/Writing/Staff Development**  
*1-4 semester hours***RLW594 Independent Study/Writing**  
*1-4 semester hours***RLW595 Selected Topics/Writing**  
*1-4 semester hours***Science Education****SCE480B Methods of Teaching Elementary School Science**

Encourages the active exploration of the question, "*What is good science teaching?*". Activities provide an open forum in which students construct their own ideas about effective science instruction so that those ideas inform their developing science teaching styles. Aims to increase student comfort, confidence, and competence in using effective science teaching methods by: 1) relating the nature of science to the way kids develop an understanding of the science of nature, 2) introducing practical, applicable models of best practice techniques and, 3) providing opportunities to experiment with those techniques in risk - free setting. Personally meaningful constructs of good science teaching will emerge. Prerequisites: Admission to National College of Education. *2 semester hours*

**SCE485 Advanced Methods for Teaching Elementary and Middle School Science**

This course builds upon the methods of teaching general elementary school science by providing an in-depth focus on the curriculum, methods, materials, and issues involved in teaching science in the elementary and middle grades. Prerequisite: SCE480A, B or equivalent. *3 semester hours*

**SCE500 Science, Technology, and Society**

Study of science as a whole, emphasizing its history and philosophy. Includes scientific values, epistemological issues in science (e.g., sources of authority, nature of progress), historical exemplars illustrating relationships (e.g., between theory and inventions, between science and historical events), and effects of social norms on science. Also considers current local and global situations and ethical issues to develop perspective on the interaction of science, technology, and society. *3 semester hours*

**SCE501      Advanced Methods and Materials for Teaching Science**

Study of curriculum and instruction related to the K-8 science curriculum. Includes program goals and objectives and teaching models and methods. Examines a variety of teaching materials and resources. Considers scope and sequence of content and problems involved in children's conceptual development in science. Includes needs of special children and problems of particular contexts, such as the urban school. Also involves assessing achievement and evaluating instruction. *2 semester hours*

**SCE504      Teaching for Conceptual Development in Science**

Conceptual change is a powerful idea for transforming science education. Emerging from the history and philosophy of science as a way of understanding the difficulties people experience in changing from one explanatory framework to another, conceptual change offers crucial insights into meaningful learning in science for young children as well as instructional practices that facilitate conceptual development of essential science content. This course critically examines theories and models of conceptual change in science and their relationship to the scientific literacy imperative, explores constructivist links, and considers implications that conceptual change theory might have for learning and teaching in science. *3 semester hours*

**SCE510      Physics for Teachers**

As science educators journey through their development as exemplary science education practitioners, it is important for them to investigate different models of instruction. This course is designed to develop the use of Physics First as an instructional strategy through course delivery in the conceptual change model. The course will investigate the content of physics, and further develop the educational practice of instruction through conceptual change. Students will relate the use of Physics First, and the use of conceptual change, to their quest for Best Practice as an exemplary science educator. Prerequisites: SCE 504 or permission of instructor  
*2-3 semester hours*

**SCE511      Earth Science for Teachers**

Surveys content in earth science representative of the K-8 science curriculum using a laboratory-based approach. Although other instructional methodologies will be examined, this course will focus on using a STS (Science, Technology & Society) format as an exemplary model for teaching and learning earth science. Topics include: physical geology and oceanography in the context of earth history, environmental issues, major organizing concepts and principles, recent discoveries and current knowledge in geology, oceanography, and all related fields of earth science. Prerequisites: SCE 510 or permission of instructor. *2-3 semester hours*

**SCE512      Biology for Teachers**

This course examines content in the biological sciences representative of the K-8 science curriculum using a constructivist, laboratory-based approach, including the study of organisms and their anatomy, physiology, and genetics. Special attention is given to new developments and discoveries in various fields, such as genetic engineering. Opportunities provided for in-depth investigation of a particular area. Prerequisites: SCE 510 or permission of instructor. *2-3 semester hours*

**SCE520      Applied Chemistry for Teachers**

This course investigates the basic principles of chemistry considered in the context of everyday life using a laboratory-based approach. Although other instructional methodologies will be examined, this course will focus on using an inquiry approach as an exemplary model for teaching and learning chemistry. Topics include: chemistry of the air, land and water; green organic chemistry; chemistry of everyday products; environmental chemistry and possible solutions to chemical pollution. Prerequisites: SCE 510 or permission of instructor. *2 semester hours*

**SCE521      Astronomy for Teachers**

Explores selected topics in astronomy and cosmology relevant to the K-8 science curriculum using a laboratory-based approach. Although other instructional methodologies will be examined, this course will focus on using a traditional lecture/lab format as an exemplary model for teaching and learning astronomy. Topics include: observation of the nighttime sky, study of constellations, applications of physics concepts, historical development of concepts and theories, recent discoveries and current notions about space-time, electromagnetic radiation, the structure of the universe, the development of stars and the solar system. Considers technology of and issues in space exploration. Prerequisites: SCE 510 or permission of instructor. *2 semester hours*

**SCE522      Meteorology for Teachers**

Surveys topics in the atmospheric sciences, meteorology and climatology, relevant to the elementary and middle school curriculum using a laboratory-based approach. Includes evolution, structure, and dynamics of the atmosphere; fronts and frontal weather, and observational methods involving meteorological instruments and forecast maps. Considers appropriate teaching methods and activities. *2 semester hours*

**SCE523      Environmental Education**

Interdisciplinary exploration of interrelationships between organisms and their environments using a laboratory-based approach. Local environments are studied in perspective of ecological principles and global environmental problems and issues. Includes history of human relationship to the environment and development of concept of environment in various disciplines. Examines methods for developing motivations, skills, attitudes, and values related to the environment. *2 semester hours*



- 210 **SCE524 Human Biology for Teachers**  
An exploration of selected topics in human biology relevant to K-8 teachers using a laboratory-based approach. Includes discussion of major concepts and principles, recent discoveries, application of knowledge in the medical and health care fields, and consideration of current problems and issues, such as AIDS and genetic engineering. Includes in-depth investigation of a particular topic and relevant field trip. Prerequisites: SCE500 and SCE512, or consent of instructor. *2 semester hours*

**SCE525 Learning Science Using Informal Sites**  
Professional development for teachers of science requires learning essential science content through the perspectives and methods of inquiry. This course facilitates the active investigation of critical science concepts by engaging teachers in collaborative inquiry using the resources of informal sites and museums. Through interactions with the laboratory environments established at these sites, students pose questions of personal and professional significance, interact with authentic phenomena, gather and interpret data, gain deeper understanding of scientific ideas through their own conceptual development process, reflect on the nature of scientific inquiry and its role in exemplary science teaching, and share their discoveries with colleagues. *2 semester hours*

**SCE526 Learning Science Using Informal Sites: Advanced Study**  
In this course students select one of the information sites available (Lincoln Park Zoo, Brookfield Zoo, the Field Museum, Chicago Botanic Gardens, Adler Planetarium or the Shedd Aquarium) and spend a minimum of 40 hours utilizing this site as a laboratory from which to learn science. Students will select a specific science discipline, ie: life, physical, or other, as the focus of their learning. Various hypotheses will be formulated and tested in cooperation with scientists and educators in residence at the informal site. Science as inquiry will be the thread that weaves the student's own science learning at the informal sites with the science content relevant to the elementary and middle school curriculum. *2 semester hours*

**SCE529 Applied Zoology**  
Zoology is the study of mammals. This course will explore the scientific concepts in zoology relevant to the elementary and middle school curriculum. In this laboratory and field base experience, students will explore the question what is an animal. There will be an emphasis on mammals. This study of mammals will be conducted in a zoo. Students will study the concepts of conservation (species preservation), habitat (natural and zoo environments), animal behavior (in the wild and in zoos), and urban nature (animal adaptation in city environments). Prerequisites: SCE510 or permission of instructor. *2 semester hours*

**SCE582 Workshop/Science Education/Topic**  
*1-4 semester hours*

**SCE585 Workshop/Science Education/Instructional Practices**  
*1-4 semester hours*

**SCE590 Internship in Community Science Education**  
Provides an opportunity to develop both scientific knowledge and instructional skills in novel community settings. Internships available in informal science education institutions, such as science/natural history museums, zoos, aquaria, planetaria, environmental education centers, etc., or in corporate and governmental research and development laboratories. Placement made in consultation with the faculty adviser 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 adviser two quarters before registering for internship credit. Prerequisites: SCE500 or consent of program coordinator. *5-7 semester hours*

**SCE593 Seminar in Science Education: Issues and Trends**  
This course is designed to facilitate the analysis, synthesis, and integration of ideas, values, and concepts acquired throughout the science education program. That emerging synthesis will act as a fulcrum for exploring current and historical issues, research, theory, and practice in science education, curriculum changes, reform, and trends in school science, and as a basis for reflection and discussion about the implications for teaching and learning in science. The course also provides professional development opportunities designed to encourage students to assume roles of leadership and advocacy for the improvement of science education practices in their schools, districts, and communities. Prerequisites: Admission to National College of Education, admission to the program, SCE 525. *3 semester hours*

**SCE594 Science Education Independent Study**  
Independent inquiry into a science topic can guide participants to a deeper understanding of science content and concept. This understanding can then be put to use in an educational setting, as science educators practice the instructional model of doing science as a scientist does. Through use of individualized investigative practices, science educators will more deeply examine content and instructional practices that facilitate understanding of essential science content. Through this course, the science educator is required to critically examine theories and models of instructional science, and their relationship to real world classroom implementation of science instruction. Prerequisites: SCE 510 or consent of instructor. *1-3 semester hours*

**SCE599 Thesis in Science Education**  
*4 semester hours*

## Secondary Education

### SEC502 **Methods and Materials for Teaching at the Secondary Level**

Introduction to teaching in the secondary school course includes issues and trends affecting teaching at the secondary level; curriculum development and integration, community building and maintenance, and constructing disciplinary knowledge. With attention paid to reform mandates and assessments, a variety of instructional models will be discussed, critiqued and practiced. *3 semester hours*

### SEC510 **Teaching Biology in the Secondary School**

This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Biology as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students' ability to teach Biology to secondary school students. *3 semester hours*

### SEC512 **Teaching English in the Secondary School**

This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of English as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students' ability to teach English to secondary school students. *3 semester hours*

### SEC514 **Teaching Mathematics in the Secondary School**

This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Mathematics as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students' ability to teach Mathematics to secondary school students. *3 semester hours*

### SEC516 **Teaching Physical Science in the Secondary School**

This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Physical Science as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students' ability to teach Physical Science to secondary school students. *3 semester hours*

### SEC518 **Teaching Social Studies in the Secondary School**

This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Social Studies as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students' ability to teach Social Studies to secondary school students. *3 semester hours*

### SEC522 **Classical Language Methodology**

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This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Classical Language Methodology as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students' ability to teach Classical Languages to secondary school students. *3 semester hours*

### SEC524 **Communicative Language Teaching in the Foreign Language Classroom**

This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Communicative Language Teaching in the Foreign Language Classroom as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students' ability to teach Foreign Languages to secondary school students. *3 semester hours*

### SEC590A **Student Teaching in the Secondary School Biological Science**

This field-based experience is required of all students seeking professional certification as a secondary school Biological Science teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the MAT Secondary Education Program. Students may register for a maximum of 6 semester hours each quarter. *1-9 semester hours*

### SEC590B **Student Teaching in the Secondary School Language Arts/English**

This field-based experience is required of all students seeking professional certification as a secondary school Language Arts/English teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the MAT Secondary Education Program. Students may register for a maximum of 6 semester hours each quarter. *1-9 semester hours*

### SEC590C **Student Teaching in the Secondary School Mathematics**

This field-based experience is required of all students seeking professional certification as a secondary school Mathematics teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the MAT Secondary Education Program. Students may register for a maximum of 6 semester hours each quarter. *1-9 semester hours*

**212 SEC590D Student Teaching in the Secondary School Physical Science**

This field-based experience is required of all students seeking professional certification as a secondary school Physical Science teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the MAT Secondary Education Program. Students may register for a maximum of 6 semester hours each quarter. *1-9 semester hours*

**SEC590E Student Teaching in the Secondary School Social Studies**

This field-based experience is required of all students seeking professional certification as a secondary school Social Studies teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the MAT Secondary Education Program. Students may register for a maximum of 6 semester hours each quarter. *1-9 semester hours*

**SEC590F Student Teaching in the Secondary School Foreign Languages**

This field-based experience is required of all students seeking professional certification as a secondary school foreign language teacher. Student teaching offers supervised opportunities to develop and refined teaching skills in a secondary school or a middle school. All candidates will have clinical experience with diverse student populations prior to and during student teaching. A minimum of 10 weeks of full-day student teaching is required. The dates of student teaching depend on the school placement. In addition, a Cluster and/or content area seminar will meet for a minimum of five sessions during the quarter. The College of Education makes all placements. Prerequisites: Admission to the MAT Secondary Education Program. Students may register for a maximum of 6 semester hours each quarter. *1-9 semester hours*

**Special Education****SPE500 Introduction to Exceptional Children and Adolescents/ Special Education**

This course provides fundamental knowledge of the historical, legal, philosophical, and instructional issues pertaining to the education of students with disabilities. Key components of the Individuals with Disabilities Education Act (IDEA) and other important laws and regulations are stressed. A basic understanding is gained of all high incidence--with an emphasis on learning disabilities and behavior disorders--and low incidence disabilities. A variety of assessment and instructional strategies are introduced. All types of classroom and intervention models are explored, including inclusive, co-teaching, mainstream, resource and self-contained. The responsibilities of general education and special education teachers, partnerships with parents, and collaborative reform issues are highlighted. Fifteen clinical observation hours are required as part of this course. *3 semester hours*

**SPE501 Educational Diagnostic Assessment of Exceptional Children and Adolescents**

This course provides an overview of the process of collecting information for the purpose of specifying learning strengths/challenges and making appropriate educational decisions. Legal, ethical, sociological, and historical considerations are explored. Implications of cultural/linguistic assessment issues are addressed. Particular attention is given to: psychometric aspects of instruments, the role of ongoing observation, issues of assessment bias, and selection of an appropriate assessment battery. Special emphasis is directed towards interpreting test results and connecting assessment to instruction. The role of the special educator as a collaborative consultant and multidisciplinary team member is considered. A minimum of 15 hours of clinical experiences required. *3 semester hours*

**SPE502 Language Development and Challenges in Children & Adolescents**

In this course, the theoretical, clinical and pedagogical issues concerning speech and language delays and disorders are explored. The relationship between language and communication challenges and learning is studied, along with the features and demands of conversational, narrative, instructional and classroom discourse. Etiological theories, biological bases and characteristics of various language difficulties are reviewed. Assessment models, intervention approaches, and compensatory strategies are studied, as is the special education specialist and speech-language professionals' role in implementing and managing language intervention. The education of students with language disorders, as well as the distinction between language differences and disorders will be considered throughout. *2 semester hours*

**SPE503 Collaborative and Consultative Teaming and Teaching**

This course is designed to focus on collaborative structures in the educational realm. Participants will develop a systematic plan for introducing innovative collaborative structures, planning and teaching into a school system. Learning styles and intelligences of students, as well as teaming styles of adults will be addressed. Inclusion strategies such as curriculum planning, adaptations, modifications, differentiated instruction, teambuilding, problem solving, lesson design and evaluation will be emphasized. Student collaboration methodology will be discussed and applied. Communication techniques will be taught. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. *3 semester hours*

**SPE506 Frameworks and Perspectives in Special Education**

Designed to provide the beginning graduate student with the foundational frameworks and perspectives of special education and their implications for the resulting implications for and problems of policy and practice. Epistemological frameworks are explored as are the resulting practical implications and problems. Throughout this course, students will interpret the discourses of disability from a variety of frameworks and perspectives and to understand the influences of those frameworks and perspectives on the everyday lives of teachers and students. Major issues of special education theory and practice are addressed, including: curriculum, pedagogy, legal/ethical/political issues, cultural diversity, and the impact of values and beliefs on special education practice. *3 semester hours*

**SPE507 Social/Emotional Development Teaching and Support**

This course is designed to explore social and emotional components of behavior and learning. Historical, political, social, and cultural factors which impact the student and teacher in school and home environments will be examined. Legal issues, evaluation, and ethical considerations in relationship to students' social and emotional growth and classroom behavior will be explored. Multiple theoretical positions and pedagogical approaches to individual and school relationships will be discussed. The importance of viewing behavior as communication will be emphasized. The interaction of various disabilities and behavior will be explored. Cultural and ethical issues relative to the educational process are considered throughout. All students will be required to complete 15 hours of fieldwork as part of this course. *3 semester hours*

**SPE508 Critical Literacy**

This course is designed to introduce students to critical and foundational perspectives for teaching literacy to students with disabilities as well as to introduce them to content area literacy teaching and learning. It examines contemporary understandings of literacy as involving listening, speaking, writing, and reading, as well as other forms of communication (e.g., gestures, communicative behavior) and their usefulness in facilitating literacy learning. The course approaches literacy learning with a particular emphasis on preparing students to use literacy to learn in order to gain access to the general education curriculum whenever possible. Emphasis is placed in the inherent right of all students to literacy for use in self-expression and communication. *3 semester hours*

**SPE509 Clinical Literacy**

This course is designed to address the assessment and instruction of literacy skills for students with disabilities from a clinical perspective. It includes instruction in the use of both standardized and informal literacy assessment tools, analysis and interpretation of case materials, and methods and materials for the development of strategies to promote reading, spelling and written expression for students with disabilities in individual and small group settings. All students will be required to complete 15 hours of field work with this course. *3 semester hours*

**SPE523 Diagnosis & Remediation of Mathematics Disabilities/Special Education**

This course explores the diagnosis of mathematical disabilities and the teaching of major mathematical topics to students with learning challenges. Knowledge about how students learn mathematics is presented. Methods, materials, and instructional issues specific to teaching and adapting mathematics for students with special needs in the K-12 curriculum will be addressed. The impact of NCTM standards on students who are challenged is considered. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. *3 semester hours*

**SPE526 Best Practice in Child Word Finding: Academic Accommodations for Students with Expressive Language Difficulties**

This course provides a study of best practice for students with word finding difficulties through a self-study of ones own word finding skills. Content areas include: 1) comparative study of definition and characteristics of typical and atypical word finding in children and adults; 2) adapted models of lexical retrieval for oral and written language to explain the interactive nature of word finding, reading, and writing; 3) the impact of word finding difficulties on academic learning; and 4) appropriate accommodations in academic instruction, evaluation, classroom discourse, and curriculum selection for students challenged with word finding. 15 preclinical hours are required as part of this course. *2 semester hours*

**SPE527 Individualized Curriculum and Instruction**

This course is designed to address the formulation, implementation, and evaluation of individualized curriculum and instruction. Specifically, emphasis is placed on current best practices in individualizing curriculum and instructional methods for students with disabilities. It will focus on a planning and implementation process for incorporating general education learning standards, differentiated instruction, curricular adaptations to the general education curriculum, ecological assessment, IEP development, systematic instruction, self-advocacy and self-determination, and provide instruction in general education and community settings. All students will be required to complete 15 hours of fieldwork as part of this course. *3 semester hours*

**SPE545 Assistive Technology (Technology for Special Education)**

This class will provide a hands-on examination of the use of instructional and assistive technology as they relate to teaching and learning and successful integration of people with disabilities. Included in this course will be exploration of hardware and software developed specifically for people with disabilities, as well as hardware and software that can be adapted for use with people with disabilities. Prerequisite: SPE500 or consent of instructor. *2 semester hours*

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This course explores administrative leadership and instructional supervision in the successful operation of a Special education program. Examining the nature and function of administrator and supervisor as instructional leaders and discusses supervisory techniques and strategies leading to organizational efficiency and effectiveness. Programmatic and academic solutions to unique problems will be identified and discussed for possible implementation relating to exceptional children and adolescents. This course covers special education laws and regulations (Federal & State), policies (Federal, State & District), public and private organizations, personnel (certified and non-certified), budgets, delivery of service systems, collaboration, evaluation, accountability, parent relationships, and issues and trends. *3 semester hours*

**SPE572 Practicum I**

A special education introductory course of directed observation and participation in a special education school setting aimed at providing an overview of teaching, learning and special education as a profession. The course serves as an orientation to the student's graduate study and to the special education program at NLU. This course integrates field-based experience with on-campus seminars held during the quarter. SPE 572 is a prerequisite for ELE 581 and SPE 592C. A minimum of 30 clock hours of field experience are completed while enrolled in this course. *2 semester hours*

**SPE592C Practicum/Teaching Children and Adolescents with Special Needs**

This course serves as the culminating experience in the special education graduate program. Students are given opportunities to integrate theory and practice and engage in best practices with children and adolescents challenged with special needs. Supervised experiences are provided in public and private schools by exemplary teachers who are appropriately certified to teach by the State of Illinois, have at least three years of successful teaching experience in their field of specialization and who model best professional practice. In all settings, the collaborative-consultation model is practiced. Students must make arrangements for practicum six months prior to registration. *3-5 semester hours*

**SPE594 Independent Study/Special Education**

Provides graduate students in a special education degree program an opportunity to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical school problem. Special forms may be obtained from the Graduate Administrative Office and must be signed by the student's instructor, faculty adviser, department chair, and associate dean of the graduate school. On-campus registration. Prerequisite: Degree status in Special Education. *1-3 semester hours*

**SPE595 Selected Topics/Special Education**  
*2 semester hours*

**SPE599 Thesis in Special Education**

Required of all Master of Science in Education students. The thesis by the student is a formal written document that investigates a theory or particular point of view and is the result of disciplined inquiry. The student should present the thesis proposal signed by all members of the Thesis Committee at the time of registration for the course. On-campus registration. Prerequisites: Research Design Analysis and degree status in Special Education. *4 semester hours*

## Technology in Education

**TIE500 Introduction to Technology in Education**

This survey course provides the educator with a broad base of knowledge about the uses of computers in education. Students will have hands-on experience with word processing, databases, spreadsheets, graphics software, instructional software, and teacher utilities. Other topics include software evaluation, hardware selection, and telecommunications. Prerequisite: None. *2 semester hours*

**TIE510 Microcomputers for Information Management**

This course will focus on the selection and utilization of microcomputer software appropriate for school and classroom management tasks. Students will act as consultants and use applications software to design a software system for a specific educational application, i.e. scheduling, budgeting, inventory, classroom management, instructional management. This is an elective for non-TIE majors. Prerequisite: TIE500 or equivalent. *2 semester hours*

**TIE511 Applications Software in the Curriculum**

This course provides specific ways to use databases, word processors, spreadsheets, graphing utilities and telecommunications to teach subject area objectives in the curriculum. Students will plan lessons and activities appropriate for their subject area and grade level. This is an elective for non-TIE majors. Prerequisite: TIE500 or equivalent. *2 semester hours*

**TIE512 Problem Solving with Microcomputers**

This course will examine and evaluate the role of computers in facilitating the development of problem solving and higher order thinking skills. Students will review research on teaching problem solving with computers and survey their own district's status on this issue. Using a theoretical framework, students will critically review problem solving software and then develop and teach a unit of study utilizing appropriate software as well as off-line activities and materials. This is an elective for non-TIE majors. Prerequisite: TIE500 or equivalent. *2 semester hours*

**TIE532 Computer/Technology Systems and Related Peripherals in Instructional Settings**

This course provides the educator with an overview of personal computer hardware and digital electronics. The emphasis is on understanding how computers work and interface with networks and use peripheral devices to enhance student learning. Topics include computer logic; planning, selection and utilization of personal computer devices and peripherals; hardware and software troubleshooting and maintenance. Prerequisite(s): TIE500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T). *2 semester hours*

**TIE533 Application Tools for Inquiry Learning**

This course will explore the use of productivity tools and instructional software for curricular and administrative applications. Students will use advanced features of productivity tools to evaluate artifacts and data for instructional decision-making, and they will use the knowledge base on integrating technology to guide application of specific strategies in support of problem-based curricula. In addition, students will assist one or more teacher(s)/colleague(s) in using recommended tools and strategies. Students may not receive credit for TIE510 or TIE511 or TIE512 and TIE533. Prerequisite(s): TIE500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T). *3 semester hours*

**TIE535 Teaching with Technology Across the Curriculum**

This course will focus on strategies for integration of technology experience into classroom practice. Students will explore a variety of teaching strategies for using technology across the curriculum. They will design and implement lessons demonstrating appropriate ways to use computer technology to meet existing curricular objectives, to expand curricular options and to enhance the learning environment. This is an elective for non-TIE majors. Prerequisites: TIE542 and either TIE511 or TIE512. *2 semester hours*

**TIE536 Integrating Technology Across the Curriculum**

This course will focus on strategies for integration of technology into classroom practice. Students will explore a variety of teaching strategies and pedagogical approaches for implementing technology use across the curriculum. The student will design and implement lessons demonstrating appropriate ways to use technology to meet existing curricular objectives and to expand curricular options. Students will design and implement professional development plans for helping other teachers develop these skills. Students are expected to complete a minimum of 15 hours of field experiences as part of this course. These hours are a part of the program benchmark assignment completed in this course. Students may not receive credit for both TIE535 and TIE536. Prerequisites: TIE533, TIE544, and TIE542 or equivalent. Non-TIE majors who wish to register for this course must have prior permission of instructor. *3 semester hours*

**TIE542 Learning Experiences on the Internet K-12**

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This course examines the ways the Internet is used in educational settings. Students use the Internet to search for and access online resources for instructional use and personal professional development. Students use online communication tools to communicate and share information worldwide. Students use technology-enhanced instructional strategies and plan and develop instructional activities that appropriately integrate the Internet into the curriculum. Prerequisite(s): 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. Students may not receive credit for both TIE585N and TIE542. *2 semester hours*

**TIE544 Curriculum Applications of Hypermedia/Multimedia**

In this course, students use authoring tools to develop hypermedia learning activities, applying instructional design principles. Students review trends, research, and copyright issues in use of hypermedia/multimedia in educational settings. Students apply concepts and knowledge to assist P-12 students and teacher colleagues in using authoring tools and instructional strategies. Prerequisite(s): TIE532 or permission of instructor. It is recommended that TIE544 be taken in conjunction with TIE553. *3 semester hours*

**TIE546 Telecommunications in the Schools: Advanced Topics**

This course deals with advanced topics as students continue to examine the ways telecommunications can be utilized in education. Students will understand the technical considerations of connectivity and differentiate types of telecommunication connections. Students will further explore and use a wider variety of Internet services, such as Internet Relay chat, video conferencing and Usenet groups. Issues of publishing content on the World Wide Web will be addressed. Students will also plan and implement instructional activities that integrate telecommunications into the curriculum, as well as plan and implement staff development programs. Students will seek out information concerning grants and funding for school telecommunications projects. This is an elective for non-TIE majors. Prerequisite: TIE500 and TIE542. *2 semester hours*

**TIE547 Creating Web-Based Instructional Environments**

Students participate in online collaborative curricular projects and team activities to build samples of web-based instruction. Students explore methods for teaching concepts and skills that support use of web-based authoring tools in a school environment. Students use design principles to create web-based materials to support personal and professional development. Students may not receive credit for both TIE546 and TIE547. Prerequisite(s): TIE 500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T). Non-TIE majors who wish to register for this course must have prior permission of instructor. *3 semester hours*

- 216 **TIE550 Desktop Publishing for the Classroom**  
Students will use desktop publishing software to prepare school newsletters, instructional materials and other desktop publishing products that are useful in a school environment. They will consider the principles of design and layout for print media and explore the many ways in which teachers and students can utilize desktop publishing in the classroom. Prerequisite: TIE500 or equivalent. *1 semester hour*
- TIE553 Digital Images and Video as Classroom Resources**  
Students will select and create digital images and video to represent information and communicate ideas that will be used in a curricular application to meet diverse P-12 student needs. Students will use color scanners, digital cameras, photo CD's, image and video editing software, and download photos and movies from online services. Prerequisite(s): TIE532 or permission of instructor. It is recommended that TIE553 be taken in conjunction with TIE544. *1 semester hour*
- TIE555 Advanced Networking in the Schools**  
In this course students will encounter and analyze the factors involved in enhancing and expanding network infrastructure in their institutional setting. Hands-on experience, technical research and project planning and development will be the primary instructional strategies. The knowledge base, process and technical skills used in this class will empower the students to become key participants at the school and/or district level. Prerequisite: TIE557 or equivalent. *2 semester hours*
- TIE557 Understanding Networks in Schools**  
This course provides educators with an overview of issues related to the selection, installation, and maintenance of computer networks in school settings. Students identify, describe, and analyze procedures related to basic troubleshooting, preventive maintenance, and procurement of networking services. Students explore ways of working with technology support personnel to maximize the use of technology resources to improve student learning. Students research, evaluate, and develop a needs assessment and a proposal used to determine what specifications are needed to fulfill district/school requirements. Students may not receive credit for both TIE554 and TIE557. Prerequisite(s): TIE 500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T). Non-TIE majors who wish to register for this course must have prior permission of instructor. *3 semester hours*
- TIE583 Workshop/TIE/Contemporary Issues**  
*1 semester hour*
- TIE584 Workshop/TIE/Curriculum Materials**  
*1 semester hour*
- TIE585 Workshop/TIE/Instructional Practices**  
*1 semester hour*
- TIE585C Workshop/TIE/Instructional Practices/Using Technology in Teaching Science**  
Students will explore and evaluate a variety of computer-based technologies for teaching science in the elementary and middle school classroom. They will develop criteria for making curricular decisions for including technology in school science programs. Students will explore how computers and technology improve science literacy and help the visualization of scientific concepts and principles. Prerequisite: TIE500 or equivalent. This workshop is not intended for students in the Technology in Education program. *1 semester hour*
- TIE585L Workshop/TIE/Instructional Practices/Using Technology in Teaching Mathematics**  
Students will explore and evaluate a variety of computer-based technologies for teaching mathematics in the elementary and middle school classroom. They will develop criteria for making curricular decisions for including technology in school math programs. Students will explore how computers and technology support and enhance math instruction and assist in the visualization of mathematics concepts. Prerequisite: TIE500 or equivalent. This workshop is not intended for students in the Technology in Education program. *1 semester hour*
- TIE585N Workshop/TIE/Instructional Practices/The World Wide Web as an Educational Resource**  
Using a World Wide Web Browser, students will explore and search the vast informational resources of the Internet. Students will develop instructional activities which appropriately integrate telecommunications on the Information Superhighway into the curriculum and consider the ethical issues involved in tapping this virtual library of information resources. Prerequisite: TIE500 or equivalent. This workshop is not intended for students in the Technology in Education program. *1 semester hour*
- TIE587 Workshop/Computer Education/Programming**  
*2 semester hours*
- TIE592 Portfolio Development Seminar**  
This course will assist students in selecting and organizing the contents of electronic portfolios to document students' professional growth during the TIE program. The seminar will consist of at least five sessions held throughout the program. During seminar sessions, students will share, discuss, edit, and present artifacts selected for the portfolio and related written reflections. Students attend their first portfolio session within the first six semester hours of the program. The last session is held during the quarter in which TIE593, Seminar in Technology Education, is taken. Students will enroll for the Portfolio Seminar credit during that quarter. Prerequisite(s): Either completion of or concurrent enrollment in TIE593. This course is only open to TIE majors. *1 semester hour*

**TIE593 Seminar in Technology in Education**

This course provides a culminating experience for students in Technology in Education program. Emphasis is on current trends and issues, seminal readings, and research findings related to the use of technology in education. Issues related to curriculum planning, program development and evaluation, and staff development at the school and district level will be addressed. Students are required to complete a minimum of 15 hours of field experiences as part of this course. Prerequisite(s): Completion of 12 semester hours of Technology in Education courses, including TIE536. M.Ed. and M.S. Ed. students should also have completed ESR506 and ESR507. This course is open only to TIE majors. *3 semester hours*

**TIE594 Independent Study/Technology in Education**

Independent study provides an opportunity for degree-seeking students to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical school problem. *1-3 semester hours*

**TIE595 Selected Topics/Technology in Education**

*1-3 semester hours*

**TIE599 Thesis/Technology in Education**

Required of all M.S.Ed. students. The thesis produced by the student is a formal written document which investigates a theory or particular point of view and which is the result of disciplined inquiry. Prerequisites: ESR506, ESR507, TIE593. On-campus registration. *2 semester hours*



*Students at the Downtown Chicago campus enjoy a leisurely stroll down Michigan Avenue.*

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*National-Louis University students, faculty and staff participate in the Race for the Cure at Chicago's lakefront.*



*During the 2002 Illinois governor's race, the Chicago campus held an education debate featuring candidates Paul Vallas, Patrick O'Malley and Corrine Wood.*

*National-Louis University was a proud sponsor of "The Resurrection Project" to revitalize Chicago's west side Pilsen neighborhood.*



# Directory

A who's who of National-Louis officials and faculty.

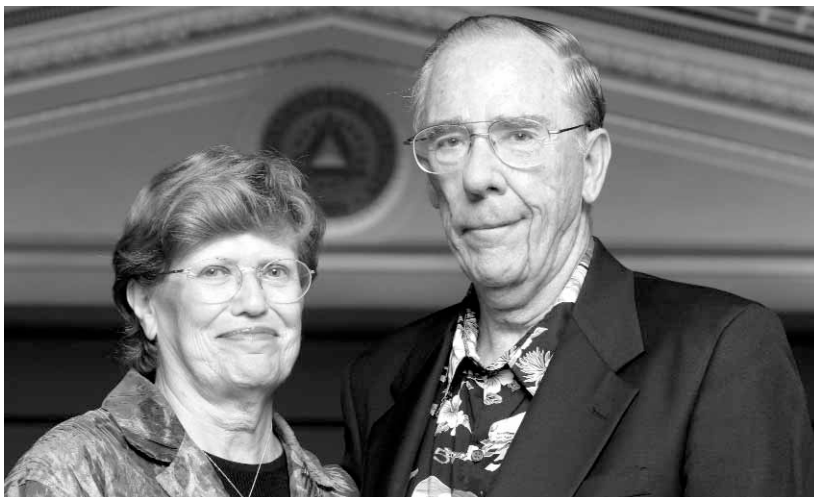
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*Alumna Nydia Hohf, MS in Human Services ('93) received her master's degree in Human Services/Counseling when she was 73. Now in her eighties, she works three days a week as a counselor at a senior center in Illinois and runs a support group for caregivers of chronically-ill patients.*



*Alumnus Jim Croft (pictured above with the famous T. rex Sue) is the vice president of finance and administration and chief financial officer for Chicago's Field Museum. He earned his master's degree in management from National-Louis in 1983, and he currently serves as National-Louis' new alumni board president.*

*Alumna Jeneen Smith-Underwood received her MS in Management from National-Louis in 1993. She is currently the manager of neighborhood services and housing rehabilitation in northern Illinois where she rehabs vacant homes and sells them to low-income buyers. Her program serves as a model for the nation.*



*Alumni Board member Patricia Cassin Graft, BA in Education ('57) and her husband, Michael Graft have set-up the Cassin-Graft Student Teacher Assistance Fund to help ensure that talented students have the opportunity to become teachers despite financial hardship.*





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*Diana Mendley Rauner  
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Kathleen Walsh, M.A., M.A.L.I.S., Dean, University Library

### Faculty

- Omar E. Akchurin, Public Services Librarian, M.S.L.I.S., Long Island University
- Mark Burnette, Coordinator of Interlibrary Loan/Circulation, M.A., State University of New York-Binghamton; M.L.S., University of Wisconsin-Madison
- Jerald K. Dachs, Coordinator, Evanston Campus Library, M.L.S., Long Island University
- Barbara Evans, Coordinator, Wheaton Campus Library, M.L.S., Western Michigan University
- Robin A. C. Fearn, Public Services Librarian, M.S.L.S., Case Western Reserve University
- David Hoogakker, Coordinator, Cataloging Department, M.Div., New Brunswick Theological Seminary; M.L.S., Rutgers University
- Carole J. Kabel, Coordinator, Chicago Campus Library, Ed.D., National-Louis University
- Judith Mathews, Coordinator, Baker Demonstration School Library, M.A.L.S., University of Chicago
- Kathryn M. Miller, Coordinator of Library Electronic Resources, M.L.S., J.D., Kent State University; M.A.T., National-Louis University
- Carol Moulden, Coordinator, Wheeling Campus Library, M.S., National-Louis University; M.A.L.I.S., Northern Illinois University
- Sharon Olson, Public Services Librarian, M.L.S., University of Wisconsin-Milwaukee
- Tracy Ruppman, Interim Coordinator of Library Acquisitions, M.S.L.I.S., University of Illinois - Urbana/Champaign
- Victoria West-Pawl, Coordinator of Library Services for Distance Learning, M.S.I.T., Georgia State University

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